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ABSTRACT

This guide contains activities and resources to help adult learners develop the work-based foundation skills and knowledge areas included on the Foundation Skills Framework wheel (Institute for the Study of Adult Literacy 2000). Its four sections (basic employability skills, basic workplace knowledge, basic workplace skills, and lifelong learning skills) are based on the major areas of the wheel. Basic employability skills includes these foundation skills: demonstrates effective interpersonal relations, demonstrates self-management strategies, works in teams, solves problems, and makes decisions. Basic workplace knowledge includes applies health and safety concepts, understands process and product, demonstrates quality consciousness, understands finances, and works within organizational structure and knowledge. Basic workplace skills includes reads with understanding; writes clearly and concisely; listens with understanding; speaks clearly and concisely; applies mathematical operations, concepts, and reasoning; observes critically; uses technology; and locates and uses resources. Lifelong learning skills includes knows how to learn, applies skills and knowledge in new contexts, and manages change. Each section contains an individual module for each foundation skill. Each module includes key words/concepts; discussion questions to explore use of that skill or knowledge area in the workplace context; and activities to help adult learners develop and use skills, competencies, and knowledge areas in a workplace context. Each instructional activity is keyed to the corresponding foundation skill competency it addresses. Supplemental handouts are appended. (YLB)

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# Exploring Work-Based Foundation Skills in the ABLE Classroom

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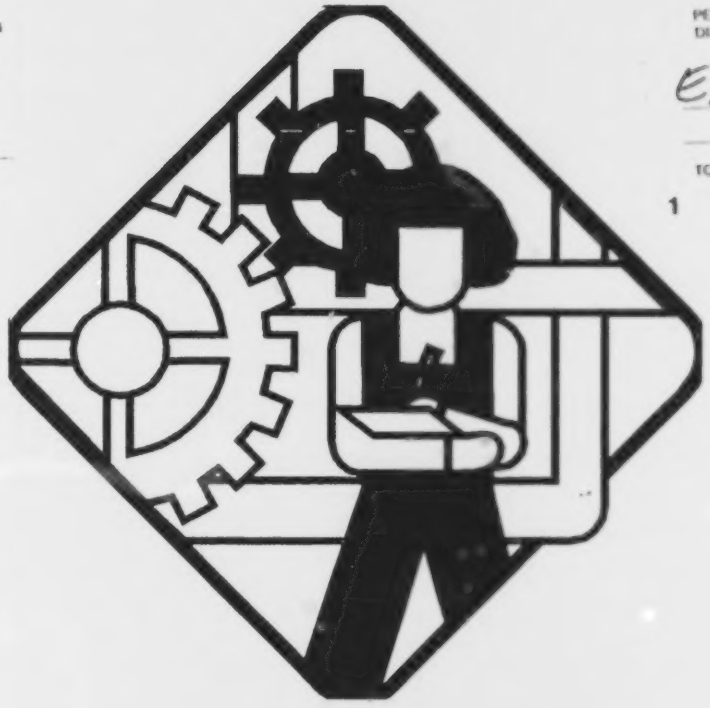

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## Instructional Activities and Resources for Adult Learners

CE 084 255

Able
Keep on learning.

Work-Based Foundation Skills Project # 099-02-2006
Priscilla Carman and Barbara Van Horn, Project Co-Directors
KayLynn Hamilton and Mary Kay Williams, Project Staff
Institute for the Study of Adult Literacy, Penn State University
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# About this Guide

This guide contains activities and resources to help adult learners develop the work-based foundation skills and knowledge areas included on the Foundation Skills Framework wheel. The idea for the guide came from ABLE practitioners who said it would be helpful since many existing materials either do not address the workplace context or do not address the wide variety of skills on the wheel. We encourage you to use the guide to supplement or expand the work-related components of your program.

The guide is divided into four sections based on the major areas of the wheel: Basic Employability Skills, Basic Workplace Knowledge, Basic Workplace Skills, and Lifelong Learning Skills. Each section contains an individual module for each of the corresponding foundation skills in that area. For example, Basic Employability Skills includes *Works in Teams, Makes Decisions, Solves Problems, Demonstrates Effective Interpersonal Relations, and Demonstrates Self-Management Strategies*. Each module includes key words and concepts to build background knowledge; discussion questions to further explore the use of that skill or knowledge area in the workplace context; and a variety of instructional ideas to help adult learners develop and use the skills, competencies and knowledge areas in a workplace context. Each instructional activity is keyed to the corresponding foundation skill competency it addresses. For example, the second competency under Demonstrates Effective Interpersonal Relations is *E2.2 Displays Responsible Work Behaviors* (Section 3 in the **Foundation Skills Framework Resource Guide**).

A shrink-wrapped package is also enclosed that includes a black line copy of each title page from the modules. These pages can be photocopied for each learner and used to organize a *Work-Based Foundation Skills Portfolio* to document the work-related foundation skill activities learners have worked on in your program. The package also includes black line masters of the supplemental handouts. Completed copies of the "Worker Self-Appraisal" (Section 6 in the **Foundation Skills Framework Resource Guide**), résumés, career exploration activities and work histories may also be included.

This guide is a work-in-progress. The Foundation Skills Framework Project staff will expand on its contents in program year 2002-2003. Staff will review the materials in PBS Literacy Link's *Workplace Essential Skills* multimedia curriculum to identify the work-based foundation skills and knowledge areas they address. Project staff will also add new websites, resources, and activities as they are identified and developed. We very much encourage your feedback and would like to hear about any ideas or activities you think would be beneficial to include in this guide. (Contact Priscilla Carman at psc3@psu.edu)

The activity which is the subject of this resource, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education and no official endorsement should be inferred.

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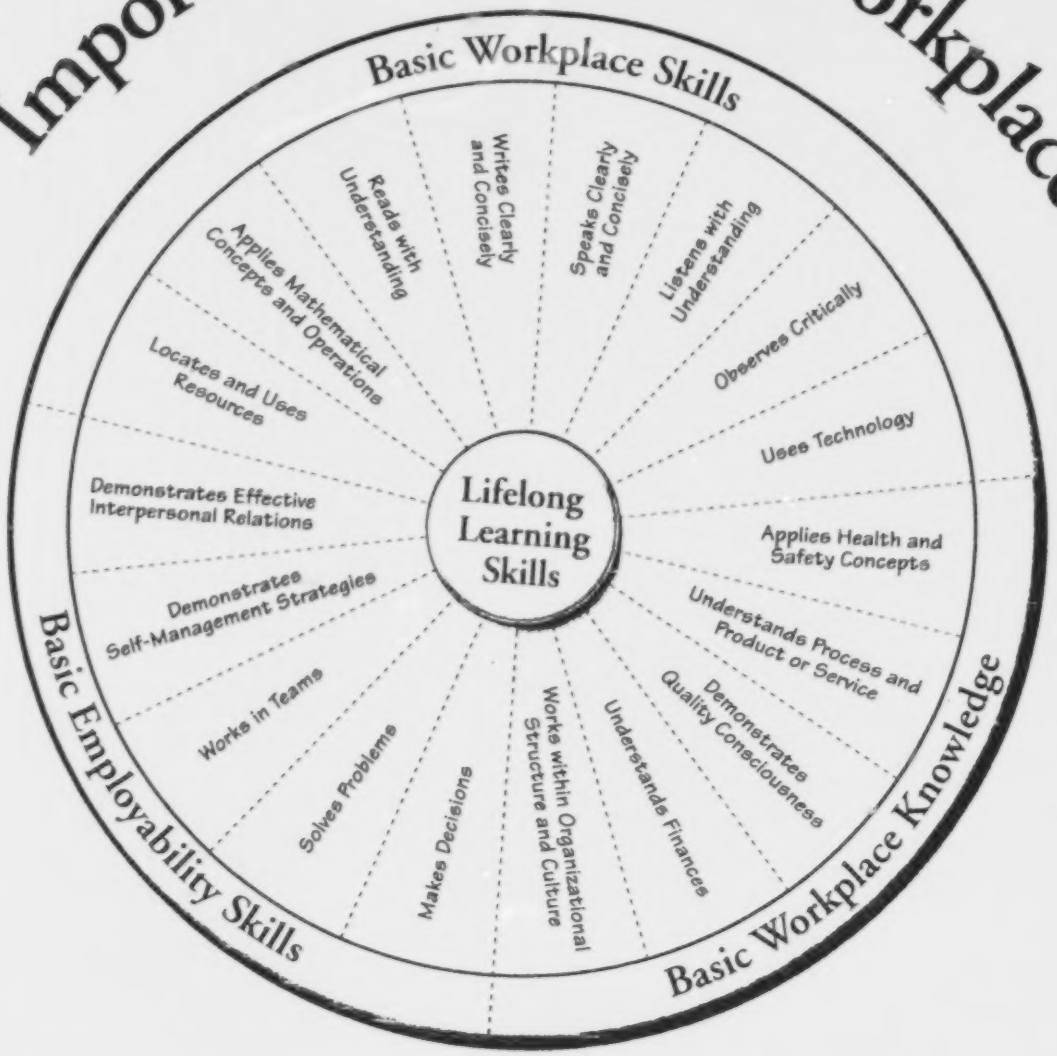
# Important skills in the workplace...




# Which ones do *you* have?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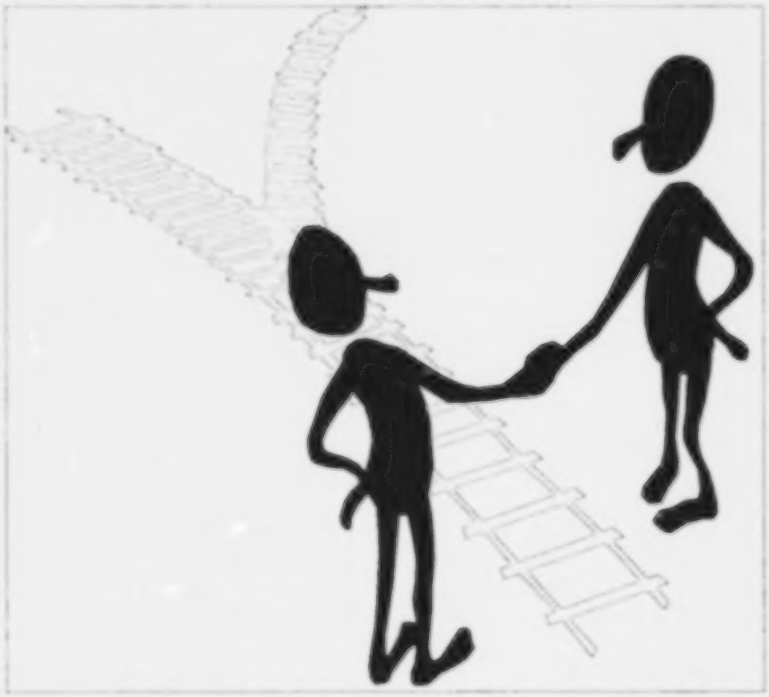
# BASIC EMPLOYABILITY SKILLS

*Cognitive, personal and interpersonal skills needed to interact appropriately within the workplace as well as advance to new positions and responsibilities. Includes such skills as working well with others, solving problems, and managing time effectively*

- **Demonstrates Effective Interpersonal Relations**
- **Demonstrates Self-Management Strategies**
- **Works in Teams**
- **Solves Problems**
- **Makes Decisions**

# Demonstrates Effective Interpersonal Relations

This module will help develop the social skills needed to cooperate with others, interact effectively within the workplace and advance to new positions and responsibilities.



*"Diversity without unity makes about as much sense as dishing up flour, sugar, water, eggs, shortening, and baking powder on a plate and calling it a cake."*

**~ C. William Pollard**

## KEY WORDS/CONCEPTS

- Non-verbal communication
- Supervision
- Feedback
- Stereotypes - actions and language
- Cooperation
- Compromise
- Autonomy
- Diversity
- Conflict Resolution
- Negotiation
- Motivating situations

## DISCUSSION QUESTIONS

- Discuss some ways that you can accept the roles of men and women in non-traditional jobs at your workplace. What ways can you help encourage others in different fields?

- Do you have a preference for working with a male or female supervisor? How might your preferences affect your performance on the job?

- Many retirees are coming back into the workplace. Do you find it challenging or beneficial to work with employees who are in their retirement years? How do you feel about working with younger adults?

- How do you handle conflict in the workplace? Do you talk it over or keep it to yourself?

- What would you do if you saw someone harassing a co-worker? Would you report the situation?

- Your supervisor must give you feedback on occasion. How does it make you feel? Are there situations that are more or less uncomfortable? When and why?

- If you could be your own supervisor, what would you do to make things better at your workplace?

- What is the difference between a manager, a supervisor and a leader?

# ACTIVITIES

### Cooperation with Others

What are some things that you do to show others that you are willing to work with them? Make a list of these items on the flip chart and discuss. (EX: Smiling, helping your team member with their projects when you are finished, giving encouragement when others are having trouble.)

**E1.1 Cooperates with others.**

### Non-Verbal Walk

For about 5 minutes have the participants walk around the room silently observing others. Make sure that no one is speaking. They may use gestures (remember this is a "family show"—so only gestures appropriate for prime-time TV, such as smiling, winks, frowns, etc), After the 5 minutes, they should sit down and develop a brief list of impressions of each of the persons that they observe. They should make every attempt to make these positive impressions, this is not an opportunity for below the belt comments. Discuss the observations with the following questions:

- *Were most of the impressions correct?*
- *Were any accurate clues given based on facial expressions, the clothes people were wearing, posture, hairstyle, body stance?*
- *Did you find it challenging NOT to talk?*
- *Would you have been more comfortable if allowed to talk?*

**E1.1 Cooperates with others.**

### Choose Your Boss!

On a 3 X 5-index card, ask participants to list the top 10 qualities of a good supervisor. Ask the participants to discuss these qualities with the class. Ask them the following questions:

- *What is important about these qualities?*
- *How difficult it is to "live" these qualities?*
- *Which ones are easy/difficult to improve?*

**E1.2 Accepts supervision**.

### Perception Can Sometimes Seem Like Reality

Ask the participants to get into small teams. Have them list 10 characteristics, behaviors, and perceptions that are viewed as negative or irritating. Ask them to list 5 that are associated with males and 5 that are associated with females. Debrief the activity with the following questions:

- *What stereotypes do we have about males and females?*

- *How can you address these stereotypes?*
- *How can stereotypes get in the way in the workplace?*
- *What can you do make sure your workplace doesn't perpetuate stereotypes?*

**E1.3 Works in a diverse environment.**

**Golden Rule**

Write this quote on a whiteboard or flip chart "Do onto others, as you would like done to yourself." Consider however, that many of us don't do this; we have many stereotypes that we carry and sometimes act upon. Brainstorm a list of stereotypes about men and women and discuss them.

| Stereotype | Negative Impact |
|---|---|
| Ex: only women can be secretaries | Women can't positively contribute to the workplace in other companies. |
| Ex: Men don't make good school teachers | Male role models contribute greatly in this predominantly female environment |

**E1.3 Works in a diverse environment.**

**More Similarities than Differences!**

Ask the participants to each take a handful of M&M's. Ask them to list on a sheet of paper all the ways in which the M&M's are similar. List out all the ways they are different. Most groups will determine is that there are more similarities (taste, relative size, the letters on the candy, the shape, etc.). The main difference is the color. This activity can be used as metaphor for people in our workplace—people are more similar than different, it is just that we tend to notice the differences and often don't take the time to notice the similarities.

**E1.3 Works in a diverse environment.**

**You Get Under My Skin!**

Have participants complete the version of the MBTI (www.humanmetrics.com). Take *the Jung-Myers typology*. The survey questionnaire will help participants determine their personality preferences in the workplace. This can serve as a major discussion point for why there may be conflict for a job/team. Many times people think that others do things just to annoy them but many conflicts arise from personality styles.

**E1.4 Resolves conflict.**

### Time to Bury the Hatchet!

Using the **Time To Bury the Hatchet Supplemental Handout #1** and ask participants to consider a conflict they may be having and work through the steps, writing each step out. Ask them to confidentially describe the situation to another class member and then practice the steps with them. What does this sound like? How does it feel?

**E1.4 Resolves conflict.**

### Conveying Expectations

Use the **Conveying Expectations Supplemental Handout #2** and work through the process of telling someone what you expect of them on a job. Practice with another class participant to get the feel of how to effectively convey your expectations as a supervisor.

**E1.5 Provides supervision.**

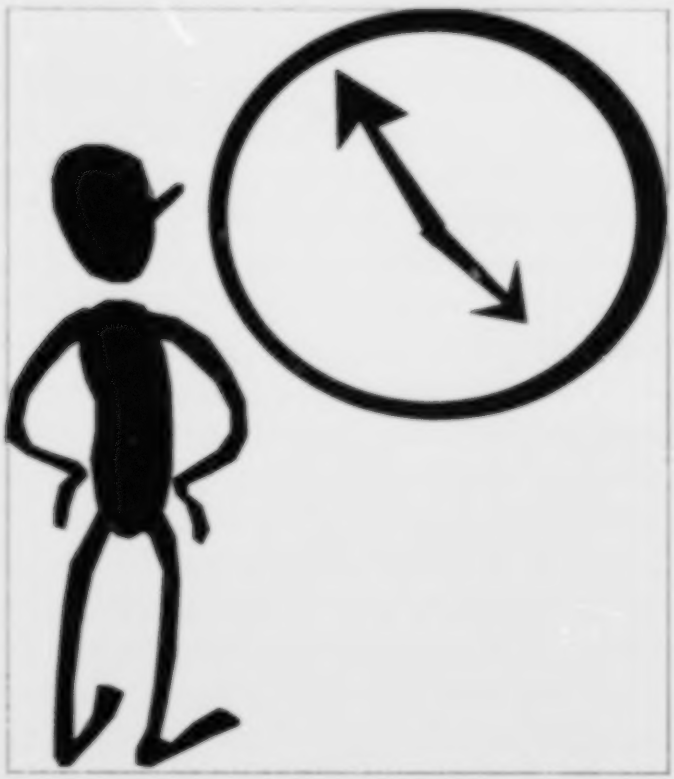
### Important Job Factors

Many supervisors believe that money is the main motivating source for employees. Using the **Important Job Factors Supplemental Handout #3**, ask participants to rank the job factors. Read and discuss each and why people think they are important. Some of the answers are pretty surprising!

**E1.5 Provides supervision.**

# Demonstrates Self-Management Strategies

This module will help develop the skills and knowledge to understand how personal factors contribute to employability; it also provides ideas to manage time and tasks effectively.



*"I cannot always control what goes on outside. But I can always control what goes on inside."*

**~ Wayne W. Dyer**

## KEY WORDS/CONCEPTS

- Personal behaviors
- Workplace attitudes
- Importance of workplace schedules
- Job Roles and Responsibilities
- Stress Management
- Effective Time Management
- Goals (SMART Goals)
- Motivation
- Appropriate grooming and hygiene
- Personal barriers at the workplace
- Job rules and regulations
- Work perseverance
- Absenteeism

## DISCUSSION QUESTIONS

- Describe the differences between an average employee and one who is above average.

- Have you ever really disliked something about a job and then worked with your supervisor or team members to improve the situation? What was it? How did you make the positive improvement?

- Your co-worker is always absent for a variety of reasons. You always have to cover for her. You are getting tired of this behavior. What can you do about it?

- Your closest team member doesn't keep himself very neat and clean and often has an unpleasant body odor. You are noticing that people are starting to avoid him. What can you do to help?

# ACTIVITIES

### Employee/Employer Rights

Ask participants to divide into 2 groups--employers and the employees. Have them debate the issue of wearing body jewelry.

- *Employers will debate how the employees' body jewelry may hurt sales or create a dangerous situation in some workplaces.*
- *Employees will debate why it is their personal right and expression of freedom.*

Discuss the feelings of each group as well as individual positions.

**E2.1 Displays responsible personal behavior.**

### Darn I'm Good

Have the participants complete the **Worker Self-Appraisal** from the *Foundation Skills Framework Resource Guide* (Section 6, Page 4-5). Then have them list the key reasons why they are a good employee. Pair up with partners and discuss.

**E2.2 Displays responsible work behaviors.**

### SMART Goals

Smart Goals stand for:
Specific
Measurable
Attainable
Realistic
Time bound

Using the **SMART Goals Supplemental Handout #4**, have participants write at least 3 goals they would like to achieve while involved with this program.

**E2-3 Manages time effectively.**

### Super-Savers!

On a flip chart, ask participants to think of their supervisor and team members and create a list to answer the following questions:

- *What are things my supervisor or my team members <u>should</u> do in order to save time on the job?*
- *What are some things my supervisor or my team members <u>shouldn't</u> do in order to save time on the job?*

This is generally pretty easy for participants to accomplish because they are looking at others. Now, ask them the same questions except about their own behaviors.

- *What things <u>should</u> I do to save time on the job?*
- *What things <u>shouldn't</u> I do to save time on the job?*

**E2.3 Manages time effectively.**

### Stress Journal

Suggest that participants keep a journal that helps them describe the following:

| What makes me stressed (event) | My reaction to it | Ways to calm myself |
|---|---|---|
| | | |

**E2.4 Manages stress.**

### Stress Busters

With the participants, brainstorm ways that they can reduce stress while on the job. Think of creative ways to help with the pressures of everyday life. Ask participants to think "*out of the box*".

**E2.4 Manages stress.**

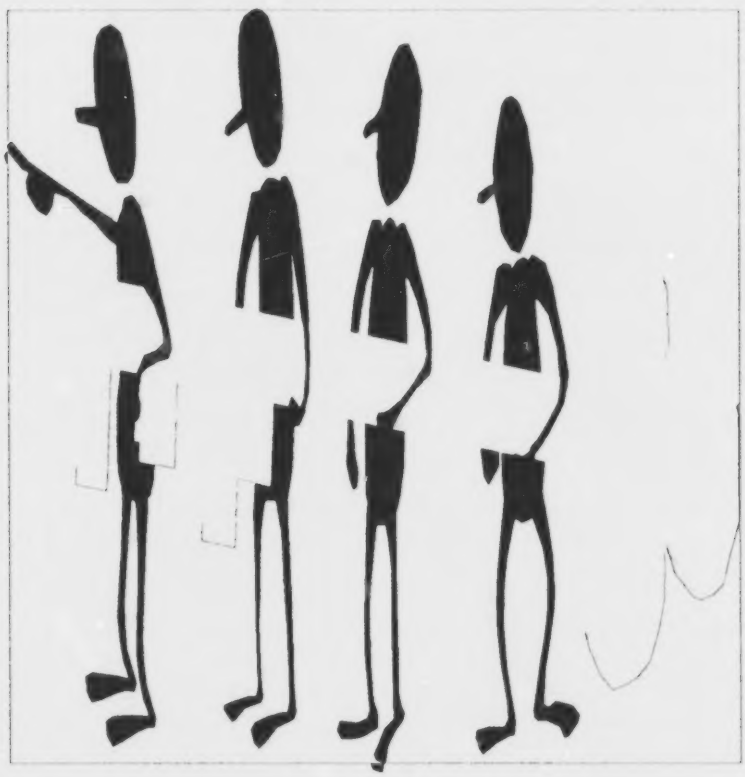
### Take Care!

Obtain a copy of ***Care Packages for the Workplace: Dozens of Little Things You Can do to Regenerate Spirit at Work*** (Barbara A. Glanz). Read selections with participants or try some of the ideas with the group.

**E2.4 Manages stress.**

# Works in Teams

This module will help develop the social skills needed to work cooperatively and collaboratively with others in order to build and support productive team relations and set and accomplish team goals.



*"He who wishes to secure the good of others has already secured his own."*

**~ Confucius**

## KEY WORDS/CONCEPTS

- Empowerment
- Facilitator
- Roles on teams
- Team conflict
- Individual styles (personality styles)
- Team goals
- Feedback to team members
- Facilitator
- Change management
- Compromise
- Consensus
- Team trust
- Team spirit
- Motivating team members

## DISCUSSION QUESTIONS

- A good friend of yours was just recently hired where you work. This person will be on your team. Have you ever worked with a good friend before? Discuss the positive and negative aspects of this type of working relationship.

- You work on a team of 5 people and you are the only person who doesn't have children. Your team members constantly ask you to work extra shifts and overtime because of their childcare issues. How do you deal with this situation?

- You work at a convention center and will be serving dinner at a banquet for 500 people who must all get the various courses of dinner at about the same time. Who are your other team members besides the other wait staff? What other employees and parts of the organization are involved in planning and executing such a huge event?

# ACTIVITIES

### Jig-Saw Puzzle

Bring in a fairly simple jigsaw puzzle (25-40 pieces) and have participants construct the puzzle as a team--without speaking. Ask them to discuss the challenges and advantages of working in a team rather than individually at the close of activity.

**E3.1 Understands difference between working individually and on a team.**

### 10 Questions!

It is important to get to know other team members fairly well in order to make effective team decisions. Challenge the participants to perhaps take some of these questions back to their workplaces. Place the following 10 questions in a "fishbowl" on a 3 X 5 index cards and ask participants to pull out randomly and have all discuss.

1. *Name three unusual things that have happened in your life.*
2. *What are your special talents?*
3. *What are your most important responsibilities (home, community or work)?*
4. *Who do in the world (alive or dead) do you most admire and why?*
5. *What animal best describes your personality and why?*
6. *Who is your favorite superhero and why?*
7. *Describe an event that changed your life for the better.*
8. *What is your favorite color and how does it describe your personality?*
9. *A pet they have had in their lifetime that has meant a great deal to them and why?*
10. *List three things in life that you would like to accomplish.*

**E3.2 Participates as a team member.**

### Human Knot

Ask participants to get into circles of an even number of people. Distribute the **Human Knot Supplemental Handout #5**. Give prizes to the group that untangles the quickest. Discuss the strategies used to untangle the groups. Did any groups give up? Why? Why not?

**E3.2 Participates as a team member.**

### Team Circles

Arrange the room so that the chairs can be placed in circular fashion with 5 chairs encircling 5 other chairs (double circles). The 5 persons seated in each chair of the outer rings will be consultants to those in the inner circles, who are team members.

The team member explains an important question or problem to the consultants for 1 minute. The consultant has 2 minutes to discuss, clarify, offer suggestions, etc. After the 3-minute

mark (total), the consultant moves to his or her left and repeats the process with a new client, who poses the same question or problem to the new consultant. Repeat this process with the 3-minute time limit. Continue for 3 more times and then have the members change to the other circle. (Clients move to the outside circle where they will now be consultants.) Repeat the entire sequence as time allows.

**E3.3 Develops and maintains productive group relations**

**A Pat on the Back!**

In order for any team to function like a well-oiled machine, the team members need to get along and care for and trust each other. Ask class members to practice giving positive comments to their fellow class members. This can be used at any time and can be taken back to workplace team easily. Each participant gets a stack of colored Post-It notes and they are to write:

- *The Thing I Like the Best About* _____ *is.....*

*or*

- *The Biggest Improvement I Saw in* _____ *is....*

Any variation of this activity will have the same positive result.

**E3.4 Provides team leadership**

# Solves Problems

This module will help develop the critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions and monitor their effectiveness.

*" No problem is so large or complex that it can't be run away from.*

**~ Charlie Brown**

## KEY WORDS/CONCEPTS

- Brainstorm
- Reflection
- Win/Win Situations
- Solution
- Flexibility
- Controversial
- Opinions
- Arguments
- Negotiation
- Critical Thinking
- Creative Thinking

## DISCUSSION QUESTIONS

- When you are faced with a problem, what steps do you take to determine a solution? Do you dive right in? Do you think about your options and consider the pros and cons of each option?
- What does the statement, "Two heads are better than one" mean with regard to problem solving?
- Have you ever tried to solve a problem using the brainstorming technique?
- How flexible are you on controversial issues?
- Have you ever played the role of mediator? Has anyone ever played the role of mediator for you in some situation? How did it work?

# ACTIVITIES

**Circle Response**

Seat a group of learners in a circle, with one person seated in the center-refer to this person as the "leader." The leader proposes a question to the group. Each person, in turn, expresses his response. No one is allowed to speak a second time until everyone has had a turn. This activity will give learners experiences to contributing opinions on a problem or issue facing a group, and to consider the opinions expressed by others.

**E4.2 Recognizes that a problem exists.**

**Buzz Groups**

Divide a group into subgroups of 3 or 4 people. Each group should take a few minutes to discuss possible causes of a selected problem (could be a problem identified by a group member or the group as a whole). A representative should be selected to report the findings back to the group. The goal of this activity is to gain information, to solve a problem or to discuss an issue.

**E4.2 Determines possible causes of problems.**

**Jump Start Your Brain!**

Obtain a copy of ***Jump Start Your Brain*** by Doug Hall. Select several activities from the book to get participants creativity flowing and "thinking outside the box."

**E4.2 Determine possible solutions to problems.**

**Let's Brainstorm!**

Many adult learners may not be familiar with the unique approach to problem solving known as brainstorming. Begin this exercise by introducing four commonly accepted rules to brainstorming.

No critical judgment is allowed.

Quantity, not necessarily quality, is desired.

The wilder the better!

Hitch-hiking (combinations and improvements) are acceptable and encouraged.

To stimulate a brainstorming activity, suggest a problem and let the class go from there. An example of a problem might be to suggest different uses of a paper clip. As adult learners offer their suggestions, have a recorder write the responses on a flipchart. Clearly state that

all answers are acceptable, and no judgments are to be made. You may want to suggest teams for contrast and comparison depending on the size of the group.

**E4.3 Identifies possible solutions.**

**Decisions, Decisions.....**

This exercise is designed to show adult learners that many issues allow room for flexibility, and that they may want to remain flexible on issues after hearing additional input from various sources.

Ask the class to congregate in the center of the room. Relate a situation that involves a dilemma, or some kind of controversial situation. Then state a key assertion relating to your own thoughts or feelings or a commonly held position.

Designate each corner of the room for those in the class who agree strongly, those who agree somewhat, those who disagree somewhat and those who disagree strongly. Ask the class to move to the corner that best represents their feelings to your assertion on the topic. If they have no opinion, they can stay in the middle temporarily, but they must eventually take a stance on the issue.

Ask for volunteers from each corner to state their reasons for the choice that they made. Learners can move from corner to corner at any time, indicating their flexibility on the issue depending on the input of others.

**E4.4 Evaluates possible solutions.**

**What Do You Think?**

This exercise is designed to allow adult learners the opportunity to identify barriers to possible solutions to problems they may encounter on the job.

To begin this session on problem solving techniques, begin by telling the class of adult learners that today they are going to develop a plan of action. An example to begin this session might be, "Your job this morning is to identify ways to increase customer service in each department."

Ask adult learners to immediately write 4-5 problems that they think might block the organization from achieving this goal. Examples may be lack of time, lack of staff, lack of training, etc.

Divide the class into smaller groups and ask them to discuss their concerns. Then, each group must decide its 3 major problems and write each one on an index card and report to the group. The instructor should collect the index cards and redistribute them to the other

groups, asking them to address each of the problems and come up with several ways to solve them. Groups should report their findings to the class after a specified amount of time.

**E4.5 Implements solution and evaluates consequences.**

**Chain-Reaction Forum**

A group is divided into subgroups which are assigned to different aspects of a major controversial problem to be discussed. Each subgroup appoints a quizzer, a heckler, and a summarizer. Questions formulated by each subgroup are then presented to the panel members by the quizzers and the hecklers. At the conclusion of the session, the summarizers give a brief summary of their findings to their groups' assigned area.

**E4.6 Works to prevent problems.**

# Makes Decisions

This module will help develop the critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome.

*"The possibilities are numerous once we decide to act and not react."*

– Gloria Anzaldua

## KEY WORDS/CONCEPTS

- Consensus
- Solutions
- Consequences
- Diversity
- Judgment
- Facts
- Opinions
- Bias
- Evaluate
- Ponder
- Reflect
- Cost-Benefit Analysis

## DISCUSSION QUESTIONS

- What methods of discovery do you use to get information that you need to make informed decisions?
- How can non-verbal clues assist you in the decision making process?
- What factors may influence our decisions?
- What barriers often prevent us from making decisions?
- What kinds of things have you learned by making one decision that may have helped you in making other decisions?
- Do you make decisions based on first impressions?
- What are stereotypes and how are they associated with decisions?

# ACTIVITIES

### Finding Solutions

It is important for adult learners to make wise decisions, and in order to do that, learners need to understand the decision-making process. The following steps should be introduced to learners as the *decision-making process*:

- Name the problem.
- Think about what is causing the problem.
- List possible solutions
- Think about the outcomes
- Compare all possible solutions and outcomes.
- Chooses the solution that works best for you.

**E5.1 Recognizes situation when a decision needs to be made.**

### Who Am I?

This activity will help adult learners develop good questioning skills as well as data gathering skills.

Write the names of famous people on stick-on or pin-on nametags. Tell adult learners that the activity in which they are about to participate in will involve providing questions and answers to other participants which will allow them to identify their celebrity. The only questions that can be used must be the kind that can be answered with a yes or a no. The goal of this activity is to identify the celebrity's name that is pinned on each individual's back. Fasten a name on the back of each adult learner and ask him or her to go about the room questioning one another until celebrities have been identified.

The following questions should be used to provide closure to this activity:

- What kinds of questions were most helpful in identifying your celebrity?
- Were non-verbal cues helpful?
- What did you learn about each other in this exercise?

**E5.2 Identifies decision-making options.**

### Wise Decisions

Divide learners into small groups to brainstorm a list of real-life situations in which they can use the decision-making steps to make wise decisions. After each group completes the list, have them share it with the entire class. Compare lists to see similarities and differences.

**E5.1 Analyzes and evaluates options**

### The Bomb Shelter

The Problem: A series of high-yield atom bombs have just been dropped on our country. Of the total population, only ten people have been spared. A single bomb shelter is available. Unfortunately, there is room in the shelter for only six people. Your task is to select the six people who are to go into the shelter and survive. Select six individuals from the list below, and be prepared to give your reasons for your selection.

*Girl, 16, high school dropout, pregnant.*

*Man, 28, former policeman, reputed to be brutal.*

*Man, 69, priest, very wise, learned.*

*Woman, 39, physician, racist.*

*Man, 37, violinist.*

*Man, 20, black militant, no work record.*

*Woman, 25, teacher.*

*Man, 26, law student; and his wife, 25, incurable hereditary blood disease (they won't go as singles, must take both).*

*Man, 28, architect, history of alcohol abuse.*

**E5.4 Implements decisions and evaluates consequences.**

# BASIC WORKPLACE KNOWLEDGE

*Core knowledge about the nature of work and the workplace organization, such as health and safety procedures, the product or service provided, and an understanding of the workplace culture*

- **Applies Health and Safety Concepts**
- **Understands Process and Product**
- **Demonstrates Quality Consciousness**
- **Understands Finances**
- **Works within Organizational Structure and Knowledge**

# Applies Health and Safety Concepts

This module will help develop the basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures.

*"In elementary school, in case of fire you have to line up quietly in a single file line from smallest to tallest. What is the logic? Do tall people burn slower?"*

**~ Warren Hutcheson**

## KEY WORDS/CONCEPTS

- Personal protective gear
- Safety procedures and guidelines
- Emergency evacuations
- Why there is a need for safety procedures.
- Material Safety Data Sheets (MSDS)
- Basic First Aid
- OSHA
- DEP/DER (Pennsylvania specific terms)
- Worker's Compensation
- Environmental Protection and resources

## DISCUSSION QUESTIONS

- You work at a Railroad yard, loading and unloading RR cars with heavy equipment. One of your fellow co-workers drinks and then comes to work intoxicated. He is on your team and you rely on him. What would you do?

- Do you believe that there should be mandatory drug testing, especially for those jobs that affect the general public (EX: Airline pilots, train engineers, nuclear power plant operators)?

- Why do companies insist that their employees wear the correct personal protective gear (EX: Safety glasses)?

- You know that some of your co-workers cannot read adequately. You feel they could endanger themselves and others by not being able to read specific safety warnings. What should you do?

- The company you worked at in the past had a very good safety-training program. You realize that now your new company doesn't cover all that they should to help protect the employees. What would you do?

- Are you aware of your employer's safety rules for your workplace? What are they and why are they important?

- Do you have a fire safety and evacuation plan for your household? Do you know the evacuation plan for this building?

# ACTIVITIES

### This Behavior is Hazardous to Your Health!

Draw the following chart on a flip chart:

| Work | Home | Community | School |
|---|---|---|---|
| | | | |

Ask participants to jot down unsafe behaviors or challenges that they have either done, seen or heard about in the following places. Discuss the responses.

**K1.1 Follows health and safety rules/procedures.**

### *Fire! Fire!*

Fire is a serious threat to all of us in our homes. Think about where you live and draw a fire evacuation plan for your home. Do you have an agreed upon meeting place outside your home? Do ALL your family members know the plan? What about your children? How will you help your pets escape? Do you have and know how to operate fire extinguishers?

**K1.1 Follows health and safety rules/procedures.**

### OSHA E-Tools

Preview the OSHA training website: www.osha-slc.gov/dts/osta/oshasoft/index.htm. The site has some excellent on-line health and safety simulations that can be used to discuss and learn about health and safety in various workplace environments.

**K1.2 Prevents health or safety violations.**

### I Make a Difference!

Many safety and health concerns arise especially in a manufacturing environment. Break the participants into pairs and ask them to discuss the things that they currently do to make a difference in safety and health concerns on the job. After they have discussed what they currently do—ask them to make a list of what they COULD do: Get CPR training, help plan a safety day or safety raffle at their workplace to build awareness.

**K1.2 Prevents health or safety violations.**

### MSDS

Obtain a generic Material Safety Data Sheet (MSDS) from a local company (or download one from the Internet). Tell participants that these sheets are found in most workplaces and can help ensure that the employees understand the chemicals and unsafe materials in use around them. Every employee has the right to access these sheets that provide details about the materials, proper procedure of disposal and also what to do if you come into close contact with the materials. Ask the participants to review several of the sheets and then discuss them. What is difficult about these sheets? What text structures (heading, sub-headings) can help you better understand them? What other questions do you have? Have they ever seen or used them before? Do they know where these sheets are kept at their workplace? Who would you go to if you had a question about them?

**K1.3 Manages unsafe or hazardous situations**

### PA Factory Tours

Show several PA Factory Tours videos (www.pcntv.com) and ask participants to look for examples of how safety and health hazards are addressed in the workplace. What types of safety training do you think the employees receive from these selected Factories?

**K1.3 Manages unsafe or hazardous situations**

# Understands Process and Product or Service

This module will help develop basic knowledge that every organization produces a product or provides a service that is guided by a process, and one's role and importance in that process.

*"We get paid for bringing value to the market place."*

**~ Jim Rohn**

## KEY WORDS/CONCEPTS

- Organizational Mission/Vision
- Work tasks
- Continuous Improvement
- Understanding process controls
- Understanding work processes
- Doing a quality job
- Standard Operating Procedures (SOP)
- Products
- Services
- Protocols

## DISCUSSION QUESTIONS

- What does your company do? What is its mission?
- What are some examples of products? Of services? What are the differences and similarities? Do some businesses provide a combination of both?
- What do you do to help your company meet its mission?
- How is your job linked to your company's success?
- Describe good quality customer service at your workplace. What do your customers want from your company? From you?
- What does Continuous Improvement mean? Give some examples.
- What does it mean to do a quality job?
- How can you impact the quality of your organization?

# ACTIVITIES

### Mission Impossible

Have participants explore their (or local) companies' missions. Write the following on a Flip chart or White Board.

| Organization | Main Mission---Why do they exist? What services/products do they offer others? |
|---|---|
| | |

**K2.1 Understands the organization's product or service.**

### Product, Goods & Services

Each participant is asked in advance and encouraged to bring in an actual product (anything from pizza, doughnuts, electronic capacitors, books, etc.) or information about their products or services that the company they work for creates. Each person is asked to describe his/her company's goods or services and explains how the product is made and to whom it is sold. The service companies will be able to describe who uses their services. Each participant is given 5-10 minutes and questions are strongly encouraged by the other class members.

**K2.1 Understands the organization's product or service.**

### PA Factory Tours and Lesson Plans

Visit the Pennsylvania Cable Network (www.pcntv.com) and go to the Lesson Plans Section for PCN Factory Tours. The lessons guide viewers to identify specific aspects of the process or product of the featured company and provide excellent teaching and learning activities. PCN Tours are broadcast on your local PCN cable station or may be purchased from the PCN website.

**K1.3 Understands the organization's process or product.**

### How About some R&R (Roles & Responsibilities)?

Ask participants to consider what their organization does—it's main mission. Ask them to write down their main job duties (main Roles & Responsibilities). Ask them to try to make a link between what their organization does and what they do on a daily basis.

Discuss also the most important aspects of their job and how they positively impact the organization.

**K2.2 Understands one's role in production process or service provision.**

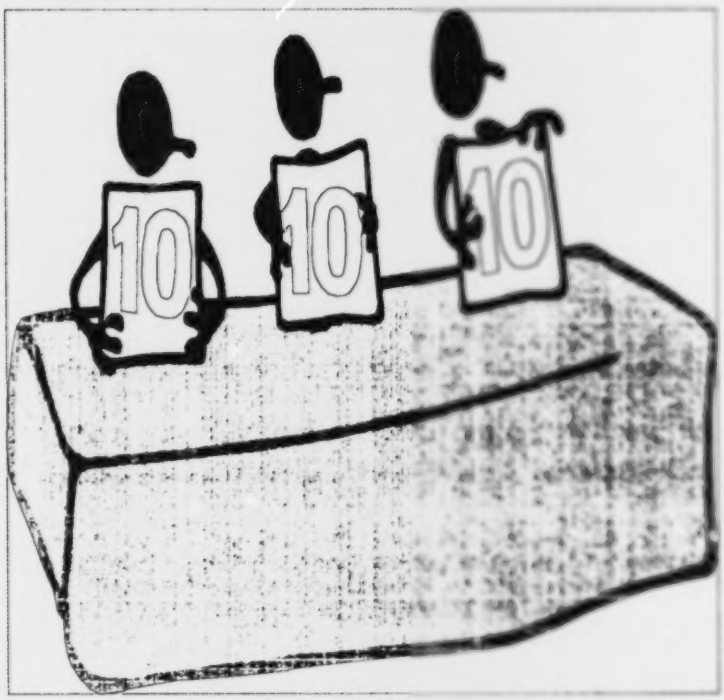
### Training Others on Process

Explain that you are going to pair participants in a trainee/trainer pair. The trainer is going to train the trainee how to build a design from legos. In advance, the instructor creates a simple lego design—but doesn't show anyone until the pairs are formed. The instructor is going to see how quickly the pairs can build the structure. Challenge: the trainee is going to be blindfolded. After the trainee is blindfolded, present the lego structure to the trainers. See which team completes the structure the quickest and most accurate. Give small prizes for the winning team. Discuss the process they used to achieve this activity.

**K2.2 Understands one's role in production process or service provision.**

# Demonstrates Quality Consciousness

This module will help develop the basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality.




*"Every job is a self-portrait of the person who did it. Autograph your work with excellence."*

**~ Unknown**

## KEY WORDS/CONCEPTS

- Customer service
- Customers satisfaction
- Customer feedback
- Quality Consciousness
- Industry standards
- Recognizing quality in work
- Constructive criticism or feedback
- Re-work and waste
- Production time and the importance of quick production time
- Continuous improvement
- Dr. Demming (Quality guru)
- ISO 9001

## DISCUSSION QUESTIONS

- When have you received a product that was defective or of poor quality? Describe how you felt as a customer.
- What are some great examples of good quality customer service? What are some examples of terrible customer service?
- Describe companies that make you as a customer feel that you are important.
- How does your organization make the customer feel valued?
- Have you ever participated in customer effectiveness surveys?
- What do you do when you are dissatisfied with a product or service?

# ACTIVITIES

### Murphy's Law

We are often faced with challenging situations and it is sometimes difficult to maintain a positive outlook. Maybe you have heard of "Murphy's Law" (Whatever can go wrong—will!). Have some fun discussing "Murphy's Laws" in terms of jobs and describe some situations that 'prove' that Murphy was right! Also, brainstorm examples of times when Murphy was wrong. Here are just some of "Murphy's Laws":

**Murphy's Laws:**

- Nothing is as easy as it looks.
- Interchangeable parts won't!
- If there is a possibility that several things will go wrong, the one that will cause the most damage will be the one.
- Left alone, things tend to go from bad to worse.
- It always costs more than first estimated.
- Every solution breeds new problems.
- If you try to please everyone, someone will be disappointed.
- Whenever you set out to do something, something else must be done first.
- It is easier to get involved with something than to get out of it.
- If you tinker with anything long enough, it will break.

**K3.1 Shows concern for quality in one's work.**

### Popcorn Experts

Many organizations use experts to help them improve the quality in their organization. Many organizations rely on the advice of many people and combine the ideas to come up with the best possible solution. Explain that the participants will be making some quality judgments individually and with a team. Fill a jar with popcorn kernels (count them first). Ask the individuals to estimate how many kernels are in the jar. Ask them to record their responses. Then ask people to work in small teams and determine the amount of kernels in the jar. Compare the responses and discuss if their answers improved with the help and assistance of others. *Ask:*

- *Which was more accurate, the individual or group response?*
- *Why does the group tend to be more accurate?*

**K3.1 Shows concern for quality in one's work.**

### Customer Complaints

Ask participants to discuss their different workplaces and list the top ten complaints that customers have about their organization. Categorize the types of complaints and then ask the groups to do some creative problem solving on ideas that could help to solve some of these problems. Also, discuss how helpful it is to get a fresh perspective from the outside.

**K3.2 Interacts appropriately with the customer.**

### We Tried this Before—It will NEVER Work!

Allow participants to write common problems on 3 X 5 index cards that they have heard from their customers. Each person must choose one problem from his or her organization to present to the rest of the class, who are now "consultants" ready with powerful solutions to this problem. The person presenting must maintain an open mind to the solutions. It will be surprising the new fresh ideas that emerge from the "consultants".

**K3.2 Shows concern for quality in one's work.**

### Triangles Galore

Distribute the **Triangles Galore Supplemental Handout #6** and encourage individuals to break into teams to find the most triangles. Relate this activity back to quality and how important it is to "look beyond the obvious".

The answer: There are 47 Triangles
ACE, FBD,AED, AEH, AEB, AFC, AFH, AFD, AFB, FEB, FCE, FEJ, FEH, DEA, DEB, DEH, DEG, DEF, DCH, DCA, DCB, ECH, ECB, ECF, ACH, ACD, AFC, ABG, ABH, ABD, BCI, BCH, BCF, BGH, BHI, HID, HJD, HJF, HFG, FHD, FBJ, BJD, BFH, BHD, FID, FGD

**K3.3 Demonstrates continuous improvement.**

### Constructive Criticism and Feedback

To improve quality of products or services, it is important to give constructive criticism or feedback to others. Distribute the **Constructive Criticism/Feedback Supplemental Handout #7** and ask participants to consider a situation in which they have to give feedback. Ask them to complete the steps and then practice giving feedback to each other.

**K3.3 Demonstrates continuous improvement.**

# Understands Finances

This module will help develop basic knowledge of budgets, payroll, payroll deductions, and how they are related to one's role within an organization.

*"April is the month when green returns to the lawn, the trees, and the IRS."*

**~ Unknown**

## KEY WORDS/CONCEPTS

- Benefits
- Budget
- Payroll
- Net Pay
- Gross Pay
- Debt
- Utilities
- Mortgage
- Principal
- Interest
- Credit report
- Direct deposit
- Annual Percentage Rate (APR)
- Deductions
- Interest Rate
- Fixed Costs
- Variable Costs
- FICA

## DISCUSSION QUESTIONS

- Do you control your money, or does your money control you?
- How do you plan so you can meet your money needs, wants and goals?
- Husband to wife in a restaurant: "Honey, would you prefer sirloin steak, lobster tail, or electricity for the rest of the month?" What is the meaning of this statement?
- Do you know how much you can afford to borrow?
- What are some of the expenses that are part of your household budget?
- What income is part of your household budget?

# ACTIVITIES

### Does This Interest You?

After discussions centering on interest rates, mortgage rates, income, expenses, etc, instruct adult learners to call two lenders in the local area. By asking the questions that follow, adult students should be prepared to discuss with the class the benefits and the negatives of each lender.

- Company name, phone number, loan officer's name
- Mortgage Available—Type?
- Interest Rate (Date, Points, Annual Percentage Rate
- Interest Rate Lock-ins (When and what costs)
- Special Loan Programs for low- to moderate-income buyers?
- Minimum Down Payment Required
- Insurance Requirements (with or without? Up-front costs? How much?)
- Prepayment of Principle (extra payments allowed?)
- Loan Processing Time
- What are the Closing Costs?

**K4.1 Understands personal work-related finances.**

### Home Sweet Home

The Fannie Mae Foundation has free adult literacy curricula, ***How to Buy Your Own Home*** (student and teacher workbooks) and ***Money Management and Home Buying Readiness*** available at 1-800-539-4051.

**K4.1 Understands personal work-related finances.**

### Go Figure!

The Pennsylvania Family Economic Self-Sufficiency Project (FESSP) materials are designed to provide answers to low wage earners as well as public officials, caseworkers, social workers and other educators who need easy-to-use tools to help families make the choices they need to move toward economic independence. See the Self-Sufficiency Budget Worksheets at www.womensassoc.org/programs/selfsuff.html.

**K4.2 Understands basic budget concepts.**

### What Do You Need?

Some people say that to make a budget you must be able to compare your needs (such as food, water, shelter, clothing) with your wants (such as entertainment, cellular phones, cable TV). Make a list of your needs and wants. Which of the extras would you do without if you needed to save money for a new home or vehicle?

**K4.2 Understands basic budget concepts.**

### What Does Alex Do?

Introduce Fixed and variable costs to students with the following information at http://ecedweb.unomaha.edu/lessons/euse1.htm. Anyone who runs a business knows that some costs must be paid no matter how many products are offered for sale. For example, Alex owns a shoe store. He must pay his property taxes whether he sells 20 or 200 pairs of shoes each day. Mortgage payments (payments on the loan he took out to buy his building) must be made to the bank. Fire insurance, the lease on a delivery truck, and installments on a remodeling loan are other examples of costs Alex must pay regardless of sales. Expenses that must be paid no matter how many goods or services are offered for sale are called **fixed costs.** Other types of costs change with the number of products offered for sale. These are called **variable costs.** Variable costs include the wages of production workers or salespeople, raw materials, electric power to run machines, and the cost of maintaining inventory. If Alex decides to offer more types of shoes for sale, he will need to hire more people to stock and sell these items. Alex's inventory costs will grow as well as his shipping costs for any products that he either buys or sends to customers. These are all examples of variable costs. Entrepreneurs need to understand the important differences between fixed and variable costs and how these differences affect a firm's success. Fixed costs must be paid. Sometimes they are called "sunk costs" because at the present they are beyond the control of the entrepreneur. If Alex has signed a lease for his store that requires a $1,000 payment each month, he must make the payment no matter how many products he offers for sale. The only costs an entrepreneur has immediate control over are variable costs. Alex may be required to pay rent for his shoe store, but he can choose how many salespeople to hire or how many products to stock. The fact that entrepreneurs cannot change their fixed costs at the present does not mean they should ignore them. Fixed costs are generally paid out of the money earned from an entrepreneur's sales. If the entrepreneur can sell more products to earn more money, the fixed costs will be a smaller part of income. Let's look at an example of how this works.

Suppose Alex's shoe store has $500 in fixed costs that must be paid every week. Alex sold 100 pairs of shoes at an average price of $50 last week. His store took in $5,000 ($50 x 100 pairs sold =$5,000). Alex's fixed costs equaled 10 percent of his income ($500 fixed costs divided by $5,000 sales = 10 percent). Or you could say he had to pay $5 in fixed costs per pair of shoes sold ($500 fixed costs divided by 100 pairs sold = $5).

If Alex could increase his sales to 200 pairs a week how would the amount of fixed costs per pair of shoes change?

**K4.3 Understands basic financial concepts of organizations.**

# Works within Organizational Structure and Culture

This module will help develop the basic knowledge of workplace culture and its communication and power structures, and how to work and interact effectively within the modern workplace.

*"I believe in the dignity of labor, whether with head or hand; that the world owes no man a living but that it owes every man an opportunity to make a living."*

**~ John D. Rockefeller**

## KEY WORDS/CONCEPTS

- Workplace Culture
- Feedback
- Workplace jargon
- Workplace acronyms
- Chain of command
- Personnel hierarchy
- Organizational power and structure
- Formal and informal communication structures
- Industry competition
- Organizational change
- Economic impacts to any organization/industry

## DISCUSSION QUESTIONS

- Most jobs are interconnected in various ways in the workplace. How does your work positively impact your fellow co-workers?
- What actions do you take on a daily basis that fit into your organization's overall mission?
- What actions do you take on a daily basis to help your organization to succeed?
- Who are your organization's competitors?
- How does your organization strive to be better than the competition?
- What is a slow economy? How does it affect your company?
- Describe some of the differences between a union and non-union workplace.
- Do you know who to go to if you have a personnel problem at your workplace?

# ACTIVITIES

### Internal and External Customers

In most workplaces, we often only consider the actual customer, or the "external" customer. This is the customer who buys our services or our actual goods or products. In our organizations we also need to consider our "internal" customers, or the co-workers with whom we work. For example, in a restaurant a cook doesn't often deal with the actual customers yet he/she deals with many internal customers such as wait staff, dishwashers, etc. These people are "internal" customers to each other. They rely and depend on each other for their goods and services.

Write the following on a flip chart or whiteboard:

| Examples of Internal Customers | Examples of External Customers |
|---|---|
| | |

Ask participants to work in small teams to determine internal and external customers. Discuss with whole group after the activity.

**K5.1 Understands one's role within organization.**

### Peak Performer!

Write the words "Peak Performer" on a flip chart or whiteboard. Give participants a few minutes to give examples of what this means in the world of sports. Then ask them to cite some examples from the workplace. List times when they were the receiver of exceptional service by a Peak Performer. List times when they have been a Peak Performer at their job, at home or in their community.

**K5.1 Understands one's role within organization.**

### Positive Feedback

Participants are each given several index cards or Post-It Notes. They are grouped in pairs. Each person is asked to write one positive thing they have noticed about their partner. Some examples might be (nice smile, helpful, good listener, or is expert in a particular area, etc.). After a few minutes, have participants give the positive feedback to the other person. After the activity, ask:

- *Was this an uncomfortable experience for you to receive the positive feedback?*

- *Was this uncomfortable for you to give the feedback?*
- *Do you give feedback to your co-workers?*
- *Do your co-workers give feedback to you?*
- *What are the advantages of giving positive feedback?*

**K5.2 Uses communication structures in organization.**

### Guidelines for Dealing with Employee Grievances

If you work in an organization, and there are at least several employees, there is bound to be some conflict and disputes along the way. Consider the following qualities when dealing with conflicts with co-workers:

- *Consistently*
- *Confidentially*
- *Compassionately*
- *Respectfully*

Discuss these key qualities and examples of what happens when they are missing. How do people feel? Why is it important to have these qualities when dealing with others?

**K5.3 Understands organizational power structure.**

### The Big Picture

The economy is always a large topic of discussion in the news. Describe how your organization fits into the larger economy in your community. How does the community depend on the jobs at your organization? Ask the participants the following questions to keep the conversation flowing:

- *How many employees work at your organization?*
- *Who are your major competitors? Your major customers?*
- *What happens if there is an economic downturn in the economy? How does the community lose out when your organization slows down?*

**K5.4 Understands organization's role within larger economy.**

# BASIC WORKPLACE SKILLS

*Applied academic skills, including the traditional basic skills (e.g., reading, writing, speaking, listening, math) as well as those that are essential in today's workplaces, such as using technology and locating and using resources*

- **Reads with Understanding**
- **Writes Clearly and Concisely**
- **Listens with Understanding**
- **Speaks Clearly and Concisely**
- **Applies Mathematical Operations, Concepts, and Reasoning**
- **Observes Critically**
- **Uses Technology**
- **Locates and Uses Resources**

# Reads with Understanding

This module will help develop the skills needed to read and understand written work-related information, such as reading for various purposes, to complete a task, locate specific information, or critically analyze information.

*"To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life."*

**~W. Somerset Maugham**

## KEY WORDS/CONCEPTS

- Reading Strategies
- Reading to learn, Reading to do, Reading to find specific information
- Literal & inferential comprehension of text
- Read & Interpret documents
- Sight words
- Context clues
- Synonyms and antonyms
- Examples of reference materials
- Prefixes, roots and suffixes
- Signs, symbols
- Abbreviations
- Acronyms
- Figurative language (similes, metaphors)
- Organizational patterns in text (sequence, time, cause-effect, compare-contrast)

## DISCUSSION QUESTIONS

- What are some examples of how you use Reading on the job? Past jobs? Current job?
- What are some safety issues that could occur in the workplace if a person cannot read?
- What are some examples of documents people need to read on the job? What types of memos, charts, reports, etc.?
- List the types of books or magazines you buy or subscribe to and read. Do you read these materials the same way you read a health care benefit package? What's the same? What's different?
- Imagine you are a supervisor in a hospital and you realize that one of your employees cannot read. What problems could this cause? What would you do?
- Discuss your favorite book or story that you have ever read. Why was this important to you? Why did you enjoy it?
- What are some of the purposes or reasons that you read? For information? For pleasure? Describe different strategies you use to read different types of materials.

# ACTIVITIES

### The Sky is the Limit!

Invite participants to complete the **Sky is the Limit Supplemental Handout #8**. Have them write their ideal jobs in the clouds to define their Dream jobs. Ask participants to then research at least two of their Dream Jobs. Ask them to use a variety of resources such as:

- Books
- Magazines
- Trade Journals
- Associations
- Internet (such as the O*Net site—http://online.onetcenter.org)

While they are researching these careers, participants should identify the key vocabulary that is used in the different types of careers. What types of acronyms do they use?

**W1.1 Demonstrates word recognition skills.**

### Workplace Jargon

Ask participants to bring to class at least one example of a memo, article, work manual--anything from their (or a friend's) workplace. Discuss the key vocabulary used in the different industries represented. Write some of the key words on a white-board or flip chart and discuss. Discuss how the participants learned the different work-related vocabulary.

**W1.1 Demonstrates word recognition skills.**

### K-W-L

Instructor or participants brings in different types of non-fiction materials (make sure there is a broad range of materials from Popular Science to Better Homes and Gardens as well as some trade journals). Provide the participants with the **K-W-L Supplemental Handout #9.** Ask them to choose an article and then do the following:

*Before They Read:*

Ask the participants to write down what they already know about the article/subject they choose to read about. Ask them to look at the title, sub-heading, pictures, etc. Ask them to record this in the K *(What I Already Know)* section.

Write down all they want to know about the subject in the W *(What I Want to Learn)* section.

Read the article or selection.

*After They Read:*

Write down all they learned in the L *(What I Have Learned)* section.

Discuss how helpful it is to look at text structures and aids (headings, sub-headings, pictures, etc.) before reading as well as understand the purpose for your reading prior to the activity.

**W1.2 Uses active reading strategies.**

### Post This!

With any article or document, give the participants a pad of small Post-It Notes. As the participant reads the document, ask them to put a question mark on the Post-It Note and place on any section/word, etc. that they don't understand. They can also make any additional notes on the pad and put on any text they wish to refer back to. Discuss how this active reading strategy may help them in the future.

**W1.2 Uses active reading strategies.**

### Signs-Signs

Ask participants to make a collage of signs, symbols and acronyms from magazines, trade journals, etc. Discuss how much of the world of work is made up of signs and symbols. Discuss how much information we must now take in and interpret from signs and symbols. Discuss the problems that people from other cultures may have and how difficult it may be if they don't understand the signs and symbols.

**W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.**

### Your Sign or Your Life!

Ask some local industries to let you borrow some of their safety signs (or download off Internet). Work with the participants to discuss what the signs mean and why they are so important to health and safety. Why are they important to recognize, understand and adhere to? Discuss the importance of asking questions if you don't know what the signs/symbols mean—your life or someone else's life could depend on it! What are some of the losses that could occur on the job if an employee doesn't understand a sign? *(employee's health and safety, environmental incident, loss of money, etc.)*

**W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.**

### Industry Specific Signage

If you are working with a particular industry, have a representative come to your classroom and talk about the critical safety signs/symbols and acronyms in use at that workplace. Ask the employer if the participants can tour the workplace to better understand the potential safety/environmental situations that are at the workplace.

**W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.**

### Alphabet Soup

Have participants invent some of their own acronyms that only they would understand. This can be based on their work or a particular hobby. Some examples could be: DHA (Deer Hunters Association), STM (Shade Tree Mechanics). Ask the partners to pair up with other teams and do some guessing at the acronyms. Remind the participants that this is a "Family Show" and to keep the acronyms appropriate for all to hear.

**W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.**

### Fact or Opinion

Using the **Fact/Opinion Supplemental Handout #10**, ask the participants to create a list of facts and list of opinions. Have participants work in teams to develop and then ask them to present to the whole group and see if there are any "challenges" to their lists. See if groups have any opinions listed as facts.

**W1.4 Demonstrates literal and inferential comprehension of text.**

### Flat Tire

Most jobs have procedures that workers must follow. Many of us also follow task lists or help to train others how to follow them. Imagine that you have been asked to train someone on how to change a flat tire. Work in small groups to write a detailed task list for this job; you may not call AAA, use cell phones or use Fix-A-Flat. Have groups report to the whole group.

**W1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms).**

### Are We There Yet?

Bring in some road maps to class. Choose some destinations and ask the participants to map out the trip based on the best route. Ask several groups to do this and compare notes why they chose certain routes.

**W1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms).**

### USA Today

Bring in several copies of USA Today newspaper. Refer the participants to some of the data presented in the graphs at the bottom left hand corner of each section. Ask participants to discuss what is presented in these graphs—summarize main idea represented by graphic and discuss specific pieces of information depicted.

**W1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms).**

# Writes Clearly and Concisely

This module will help develop the skills needed to communicate in writing work-related information and ideas for various audiences and purposes, such as to write accurate and complete messages, and complete documents or forms.

*"It is astonishing what power words have over man."*

**~ Napoleon Bonaparte**

## KEY WORDS/CONCEPTS

- Grammar
- Punctuation
- Rough draft
- Edit and rewrite
- Reports
- Subject/Verb agreement
- Syntax
- Proofreading
- Reference tools
- Simple and compound sentences
- Writing to meet different personal/business styles
- Standard English
- Slang
- Jargon
- Basic parts of speech
- Correct Spelling

## DISCUSSION QUESTIONS

- How important is writing on your job? On any job in your past?

- You are working at a hospital and you notice that one of the nurses has very poor handwriting. You feel that this gets in the way of the care of the patients. What are you going to do about this situation?

- You have to keep a production logbook that informs all employees on your team what happened on the last shift and you need to record what happens on your shift. The previous team keeps lousy notes of their shift activity. What do you do about this situation?

- You just got back from the doctor's office because your small child is ill. The doctor wrote out step-step instructions on what to do. The only problem is, you can't read the note. What do you do?

- You notice that one of your teammates doesn't write the production information down in the appropriate document; you believe s/he has a literacy problem. What do you do?

# ACTIVITIES

### Think/Write/Pair/Share

Write about your Job from Heaven and your Job From Hades.
Think about what you want to write.
Briefly write about it.
Pair up with a class participant.
Share ideas.
Look over each other's writing and make suggestions for improvements (notice grammar, spelling, punctuation, etc.

**W2.1 Applies principles of Standard English usage, grammar, mechanics, and spelling in written work.**

### Let's See How the Pros Do!

Using trade journals, magazines, etc. ask participants to analyze how the "pros" do as far as adhering to Standard English. Discuss the differences between spoken and printed language. Ask the participants to critique the writing.

**W2.1 Applies principles of Standard English usage, grammar, mechanics, and spelling in written work.**

### Purposeful Writing

Using a whiteboard or flip chart, ask participants to list all the reasons/purposes of writing as a means to communicate to others in: School, Home, Work. Discuss the main purposes with all participants. Any surprises?

**W2.2 Demonstrates knowledge of basic writing concepts.**

### Job Search Journal

Suggest that participants get a blank journal and write entries that describe their thoughts, feelings, and key notes during a job search. What do they like about each job, the people they talked with on the interview, the feelings they have about the actual job and surroundings. This journal can help them be more organized in their search, but can also help them to reflect on their feelings about their career and choices they are making.

**W2.2 Demonstrates knowledge of basic writing concepts.**

### Gung Ho! Animal Work Ethic

Obtain a copy of ***Gung Ho! Turn on the People in Any Organization*** (Ken Blanchard and Sheldon Bowles). Read selections from the *Spirit of the Squirrel, Way of the Beaver,* and

the *Gift of the Goose*. Ask participants to write a short description of the type of animal that best describes their work ethic. Share with other class participants.

**W2.2 Demonstrates knowledge of basic writing concepts.**

### Job Applications

Obtain several different types of job applications from various local companies or your local CareerLink. Discuss the various applications; compare and contrast different styles. Talk about the importance of accuracy and truthfulness on job applications and the implications if you are not. Ask participants to complete one then discuss as a group.

**W2.3 Demonstrates knowledge of concepts about writing in a variety of situations.**

### Accident Reports

Provide sample accident reports from local companies. Compare the parts of the various samples. Give the participants a few accident scenarios and ask them to complete the forms based on the information given. Discuss with whole group.

**W2.3 Demonstrates knowledge of concepts about writing in a variety of situations.**

### Newspaper Reporting

Ask the participants to watch a short TV news story and then write a brief article that could be published in the local newspaper or newsletter.

**W2.3 Demonstrates knowledge of concepts about writing in a variety of situations.**

### Costly Errors

Brainstorm with the participants why poor handwriting or unclear messages hamper effective communication. What are the costs to the people involved ? To the organization's bottom line?

**W2.4 Uses proofreading skills to correct written work.**

# Listens with Understanding

This module will help develop the skills needed to comprehend, analyze, and interpret orally presented communications and directions on familiar and unfamiliar topics.

*" We are each blessed with two ears and one mouth—a constant reminder that we should listen twice as much as we talk!"*

**~ Unknown**

## KEY WORDS/CONCEPTS

- Listening with a purpose
- Non-verbal communication (body language)
- Clarification questions
- Paraphrases and summarizes main idea and details
- Effective oral instructions
- Probing Questions
- Identifies arguments (causation, authority, analogy)
- Formulates a judgment based on facts

## DISCUSSION QUESTIONS

- How can you tell when someone is not really listening to you? Have you ever noticed people who appear to be listening to you, but you can tell they have no comprehension of what you are saying?
- What do you do when you aren't interested in a topic but know you have to learn about it?
- What do you consider your strengths and your weaknesses as a listener?
- Do you think you are good listener? Why or Why not?
- What is meant by "Body Language"? What types do you see right now in the classroom?
- What great leaders inspire you and that you would love to hear speak?
- What topics/subjects are difficult for you to listen to? Any political viewpoints? Debate issues?

# ACTIVITIES

### Body Language

Roughly 90% of any message we "send" to a person is through our body language. Body language consists of: Eye movement, Tone of voice, Physical stance, gestures, facial expressions, distance/closeness of people talking with you, etc. Body Language "sends" messages to people you are talking with well before your spoken message. What are some "body language" signs that a person is listening and when they are not listening? Write the non-verbal cues on a flip chart and what they mean to the participants.

EX:

| **Body Language** | **Meaning** |
|---|---|
| Tone of Voice (soft) | Not confident |
| Rolling your eyes | Not interested, bored, frustrated |

**W3.1 Demonstrates active listening skills.**

### One Way Communication

Get two participants together and using **One Way Communication Supplemental Handout #11**, have Participant A draw the diagram described by Participant B without asking for any clarification, additional information or looking at the diagram. How successful was the activity? Was this difficult? Why or Why not?

**W3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present (i.e. telephone).**

### 911 Emergency Call

You are a dispatcher for 911; people call you in emergency situations and they can't always think logically. What is the critical information you need to listen for and ask them if they don't give it to you?

**W3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present (i.e. telephone).**

### Listening in Pairs

Ask each participant to prepare a brief 2-minute talk about one of the topics below. In pairs, have each participant identify the main idea and details of their partner's response to:

- *What was an important life lesson you have learned? How did you learn the lesson? Why was it important?*

- *What historical person could teach you the most and why?*

- *Would you rather live forever or never grow up and why?*

**W3.3 Analyzes information communicated orally.**

**Fact or Fiction?**

Hold up a pen and ask participants to describe it. Encourage them to come up with as many characteristics as possible. Responses will likely include the color, size, who it belongs to, whether it is cheap or expensive, and the color of the ink.

Record the characteristics on a flipchart.

On a second chart or board write the headings *"Fact"* and *"Assumption"*. Ask participants which characteristics belong to the fact category and which to assumption.

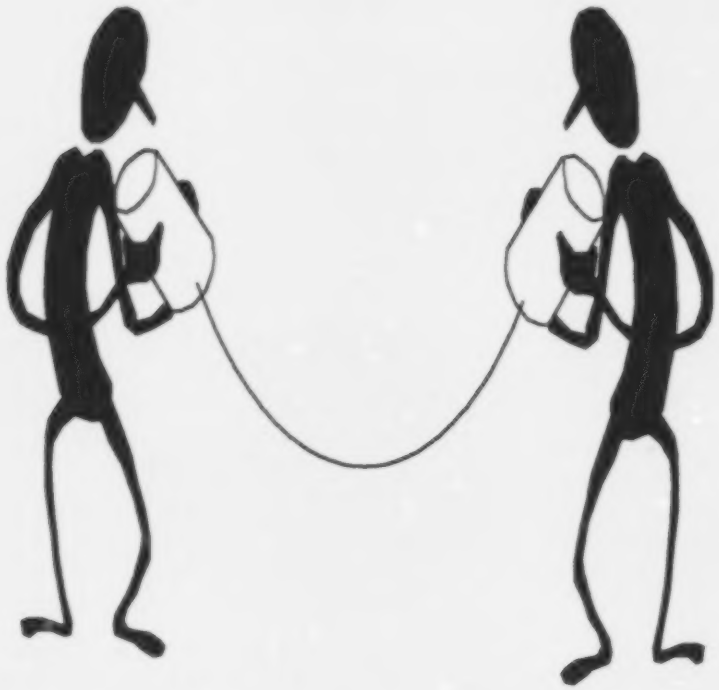
E.g., Fact - It is black.
Assumption - It belongs to the facilitator.

Discuss the many assumptions we make on a daily basis and discuss how we many times jump to conclusions.

**W3.3 Analyzes information communicated orally.**

# Speaks Clearly and Concisely

This module will help develop the skills needed to express ideas and information orally in a clear and understandable manner while sustaining interest and attention.



*"A single conversation across a table with a wise man is worth a month's study of books."*

**~ Chinese Proverb**

## KEY WORDS/CONCEPTS

- Examples of public speaking
- Body Language (non-verbal cues)
- Composure
- Intonation
- Articulation
- Slang/Dialects/Code switching
- Questioning strategies
- Clarification
- Probing questions
- Monitoring Comprehension
- Different types of speaking (explanatory, persuasion)
- Factual information
- Proper reporting in public speaking

## DISCUSSION QUESTIONS

- Most people would rather do anything than speak in front of a group of people. What makes you nervous about speaking in public?

- What things can you do to prepare yourself to speak in front of others? What tips can help you stay calm, cool and collected?

- When have you spoken in front of others? Give some examples (ex: Church, Boy/Girl Scouts, Fire/EMT/Police, on the job, clubs, etc.)

- Describe a person who is a public figure (politician, religious, etc.) that you admire as a public speaker. Discuss what and why you enjoy listening to this person.

- Discuss what "feedback" means when you are talking with someone and you need to make sure they understand the information.

- What types of interviews have you been on in the past? Describe the most successful ones and the ones that have given you the most trouble.

- Discuss how you can ask others questions without feeling "stupid" for asking the questions.

# ACTIVITIES

**Say What!**

Research says that anywhere from 85% - 92% of any message is communicated non-verbally. Draw the following chart and discuss with the participants.

| Non-Verbal Sign (cue) | The "message" it sends to others! |
|---|---|
| EX:<br>1. Sharp tone when answering a question<br><br>2. Someone rolling their eyes while they are talking with you.<br><br>3. Someone smiling and nodding while you are speaking<br><br>Others: | 1. *'I really don't like what you asked me and I don't feel like answering.'*<br><br>2. *'I'm not very interested in this subject, could you please hurry up and finish.'*<br><br>3. *'I'm interested in what you are saying and I agree with you.'*<br><br>*Others:* |

**W4.1 Demonstrates knowledge of basic concepts about effective speech.**

**The Speak Easy!**

In order to get participants feeling comfortable with speaking in front of others, ask participants to practice pulling topics out of a "fishbowl" and doing mini-speeches about these topics. These should be quick talks with only 2 minutes to prepare and no more than 3 minutes to speak.

Give the participants that are listening to the speakers a pad of Post-It Notes and ask them to list ONLY positive attributes of the speaker. (EX: Strong voice, good body language—smiling, good posture, etc.) Participants should give these notes to the speaker immediately following the mini-speeches.

Some topics that can be in the fishbowl:

- Your best childhood memory and why
- Your last best day and why

- Your best vacation and why
- Your favorite hobby and why
- The person you most admire and why
- A positive funny story about a co-worker or family member
- Your belief or disbelief in intelligent life in the universe
- The ugliest thing your parent made you wear as a kid and why

**W4.1 Demonstrates knowledge of basic concepts about effective speech**

**Mock Interviews**

Using the Framework "Wheel", have participants individually identify their top 5 skill areas. Break the participants into pairs and conduct mock interviews using the **Effective Interviewing Questions Supplemental Handout #12**.

**W4.2 Participates in basic conversation, discussion, or interview.**

**Two Truths and One Lie!**

The object of this activity is to allow people to get to know and appreciate one another better, through discovering both common and unique interests and experiences. This activity also helps encourage participants to learn effective questioning techniques.

Ask participants to form into groups of three to eight and have individuals take turns making three statements about themselves -- two which are true; one that is a lie. After individuals make their statements, the other participants in the group discuss among themselves, which seem most plausible and what is most likely to be the lie.
Once they come to some sort of consensus, the individual who made the statements not only tells which is the "lie" but also provides a bit more background about the "truths".

**W4.3 Uses questioning strategies effectively to obtain or clarify information.**

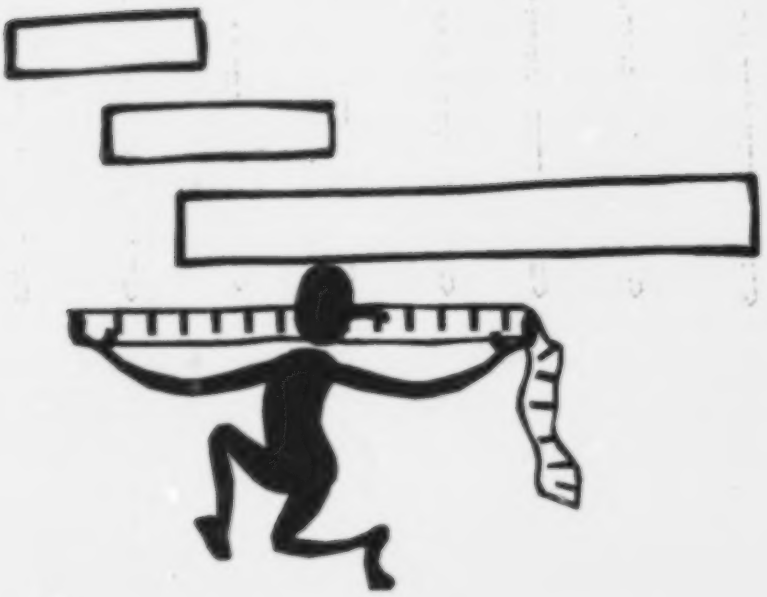
**Alike & Different**

Using the **Alike and Different Supplemental Handout #13**, ask participants to work with all other class participants and determine at least one way they are "alike" and one way they are "different". Help participants clearly communicate their interests and get to know each other in the process.

**W4.4 Uses explanatory language and basic persuasive language effectively to communicate information.**

# Applies Mathematical Concepts, Operations, and Reasoning

This module will help develop the skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve problems.



*"That which we obtain too easily, we esteem too lightly."*

**~ Thomas Paine**

## KEY WORDS/CONCEPTS

- Estimate
- Measure
- Scale
- Discount
- Percentage
- Discount
- Conversion
- Chart
- Geometric
- Calculator

## DISCUSSION QUESTIONS

- Discuss how you use math everyday… at home and at work.
- Do you control your money or does your money control you? Explain your answers.
- How do you estimate how much paint to buy when you are getting ready to paint a room in your home? What are some other times that you need to make estimations?
- How does knowing how to estimate accurately help you in your life?
- Suppose you have to stock your housekeeping cart each morning. You clean ten rooms; each room has two double beds and one bath. What supplies would you need and about how of each?
- Do you know if the company that you work for uses discount tables or tax tables?
- Did you like math when you were in school? Why or why not?

# ACTIVITIES

### How Much Time Do You Have?

Instruct adult learners to compile a list of all the duties they perform during the course of a normal workday. Beside each activity, ask them to estimate the amount of time that they actually use to perform/complete the activity. They can begin with the starting time for the first "job," then continue to add minutes until all the tasks are completed. Have they efficiently used their workday? Are their estimations of time accurate with regard to their job performance?

**W5.1 Demonstrates computation skills using whole numbers, fractions, decimals, and percents.**

### Making Accurate Predictions with Measurement

Students should be able to use alternate measurement devices to determine distance. The following activity will illustrate the use of crude measuring devices to analyze differences.

- Using a blue paper ruler with marks of 0 on one end and 10 on the other end, measure several smaller pieces of green paper strips recording the results.
- Using a red paper ruler the same length as the blue one up above but divided into 10 equal spaces with only marks of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 on it, measure the same green paper strips you measured in activity 1 and record your results.
- Using a yellow paper ruler the same length as the red one up above but with 10 additional marks between each mark found on the red ruler, measure the same green paper strips you measured in activity 1 above and record your results.
- Have students analyze the results and discuss which digit in a measurement is the most certain.
- Have students analyze the results and discuss which digit in a measurement is the first uncertain digit.
- Discuss with students those measurements with zeroes in them to get students to understand when those zeroes are significant and when they are not.

**W5.2 Measures accurately.**

### Graphing What We Know

Place on the board or overhead an illustration of three different types of graphs--such as a pie graph, a bar graph, and a line graph. Discuss the graphs in terms of what each shows:

- pie graph shows relationship of parts to the whole

- bar graph shows comparison of parts
- line graph shows change in relationship of two sets of values

Divide the class into groups and provide each group with a bag of M&M's.

Ask the students to separate and count the M&M's by color.

Have each group make a paper graph for each type of graph and graph the data from the M&M's:

- pie graph: number of each color compared to the total number.
- bar graph: the comparison of the number of each color.
- line graph: the color (x-axis) compared to the number for that color.

After each group shares their graphs with the class, discuss which type of graph shows best:

- Which color is the greatest in number in each bag?
- Which colors had almost the same number in the bag?
- Does any color comprise half or more of those in its bag?
- What is the average number for one color in the bag?

**W5.4 Uses math documents.**

### Someone Bought My House...

Adult learners need to develop an understanding of profit and loss. Many times this is difficult because numbers can be confusing if they need to be used more than once when problem-solving. Relay the following scenario to participants:

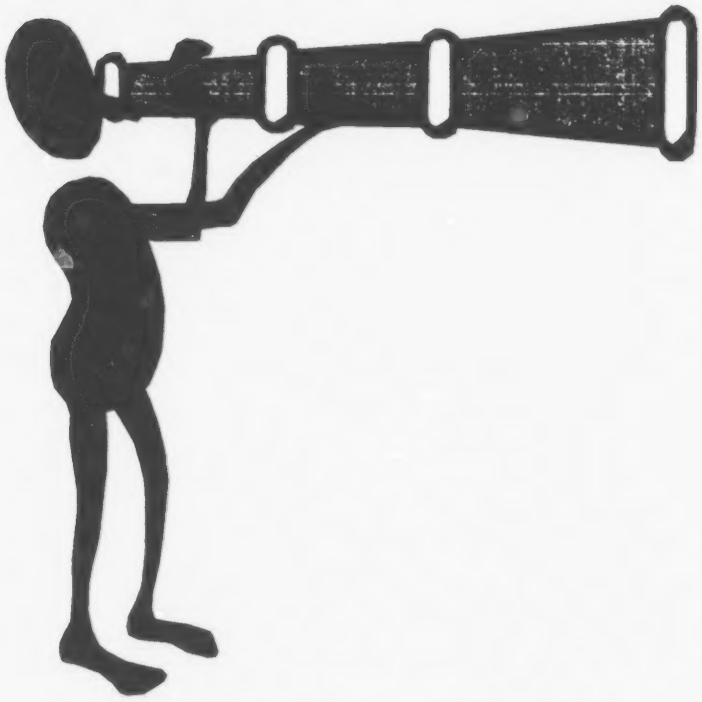
> A couple bought a house for $40,000 and then sold the house for $50,000 soon after that. Several years later, upon retirement, the couple bought the house back from the people they had sold it to. The price that they paid was $75,000.

*How much money did the couple gain or lose with these transactions?*

**W5.5 Applies math concepts to understand and solve problems.**

# Observes Critically

This module will help develop the critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations.



*"As I grow older, I pay less attention to what men say. I just watch what they do."*

**~ Andrew Carnegie**

## KEY WORDS/CONCEPTS

- Perception
- Details
- Comprehension
- Survey
- Accuracy
- "*JDLR*" (Just doesn't look right)
- Perspective
- Fact
- Inference
- Observation
- Interpretation
- Visual
- Media
- Feature analysis
- Similarities/Difference

## DISCUSSION QUESTIONS

- Why do observations and inferences differ among people who have all observed the same incident or activity?
- Why are first impressions often inaccurate?
- Have you ever observed a situation where only the important things seem to get attention? How do people know what are the important things?
- What are some of the factors that may affect your perception of events?
- How does nonverbal communication affect observation?

# ACTIVITIES

### Back-to-Back Discussions

It is important to realize that words sometimes need to be associated with face-to-face contact to be completely understood. In this activity, place two chairs back to back and ask folks to sit in them, back to back. Ask one partner to describe a recent incident. As that person speaks, his partner should listen intently because he will be reporting the incident back to the group. The other members of the group should observe the expressions, facial features, gestures, etc. Discussion questions should follow to generate ideas concerning observation. Such questions may include the following: Did everyone tend to see and hear the same message? How did the back-to-back participants feel knowing that their every move was being observed? How do you react at work when you know that you are being observed by either a supervisor or co-worker?

**W6.1 Sets purpose and strategies for observing.**

### Things We See Every Day...

Many times we tend to overlook the details of objects that we come in contact with on a daily basis. Encourage participants to complete the **Things We See Everyday Supplemental Handout #14** to the best of their abilities, then ask them to supply some of their own examples.

**W6.2 Attends to visual sources of information (instrumentation, media, people, symbols, pictorial, or environmental).**

### Know Your Lemon

Everything we encounter on a daily basis is different. It is important that we develop observational skills that will help us at home and on the job. This activity will demonstrate the level of participants' observational skills and abilities.

Distribute a lemon to each member of the group advising them to examine it to determine the characteristics that make it different or unique from other lemons. They should be encouraged to roll the lemon, squeeze, inspect, etc. to get to know the lemon. Collect the lemons and mix them up in front of the group. Next, spread the lemons on a table and ask participants to select their original lemon. What factors did participants consider when selecting their lemons? Did any conflicts develop? How does this activity relate to our observation skills at home and on the job?

**W6.3 Interprets information obtained through observation.**

### Fact and Inference

This exercise will illustrate the difference between statements of fact and statements of inference or opinion. The instructor should hold up an ordinary object (pencil, hat, purse, book, food, etc.). Ask adult learners to make statements of fact about the object. Have a

recorder record the answers on a flipchart. After getting 10-15 observations, point out the inferences—those observations that go beyond what can be observed. Then, ask what differences knowing and applying these might make. Use the following discussion questions to extend conversation about observation:

- *What are the major differences between statements of fact and opinion and/or inference?*
- *What is especially important to distinguish statements of inference or fact?*
- *Should statements of fact and inference be treated with the same certainty?*

**W6.4 Verifies and documents observation.**

# Uses Technology

This module will help develop the skills needed to select and effectively use basic workplace technologies to perform work-related tasks.

*"The improvement of understanding is for two ends: first, our own increase of knowledge; second, to enable us to deliver that knowledge to others."*

**~ John Locke**

## KEY WORDS/CONCEPTS

- Internet
- Software
- Hardware
- Network
- E-mail
- Listserv
- URL
- Data
- Multimedia
- Log on/off

## DISCUSSION QUESTIONS

- Technology is beginning to redefine the way many people work. Companies may provide employees with resources so that they can work from their homes. Would you be a good at-home employee? What kinds of advantages and disadvantages can you think of? What special skills might you need to have to be successful?

- What kinds of technology do you or members of your family use every day?

- *Little Known Fact:* In one day, we take in more information than a person who lived in the Victorian period did in their entire lifetime!

- Many companies are moving toward paperless systems (i.e, information is online at computers and workstations). Why?

- Telephone messages are important to both the caller and the recipient. Have you ever had a difficult time taking a message because the caller was unclear with her message, or because there was too much noise in the background?

- Do people have an ethical obligation to tell the truth on the Internet?

- Lead the class in a discussion of how computers are used in society to access information. (e.g., travel agents to reserve airline tickets, bank customers to determine account information from an automated teller machine, phone clerks of mail order houses such as L.L. Bean to check availability of an item, librarians to determine location of a book.)

# ACTIVITIES

### What Technologies Do We See or Use Everyday?

List all the different types of technology you use/see in your life—at work, grocery store, home, bank, church, etc. Do these make your life easier or more difficult?

- Approximately nine out of every ten pages of information that is generated today is typed into a computer before it is printed to paper.
- Millions of computers around the world are connected together so that the information that is on one computer can be read by other computers.
- Any computer can be connected to this network through telephone lines.
- Sharing information from computer to computer is called telecomputing.

**W7.1 Uses common workplace technologies.**

### Check What You Know

Provide each participant with a copy of the "Uses Technology" competency list as an assessment tool (*Foundation Skills Framework Resource Guide*, Section 3, Page 9). Learners can self assess their computer skills for turning a computer and peripherals on and off, pointing and clicking a mouse and saving work to a disk.

**W7.2 Demonstrates basic computer operating skills.**

### What's Wrong Here?

Select/prepare a passage to use with an LCD palette/large monitor or on transparencies. The passage should contain grammar and spelling errors appropriate for the adult learner. *Suggestion: Use errors that are fairly obvious.*

- Direct students to read the passage that is presented on the LCD palette, overhead, or large screen monitor. Have students identify errors in the passage.
- Ask students to identify which classroom resource they might use to help them correct the errors (dictionary, thesaurus, book on frequently misspelled words, etc.)
- Tell students that certain word processing programs can provide this assistance as well.
- Instruct adult learners to demonstrate the use of these functions using word processing software.

**W7.3 Uses basic software applications and programs.**

### What's in a Message?

If Internet email accounts are not available through adult education site, students should establish their own accounts through a free Internet service such as Yahoo or Hotmail. The instructor will teach through demonstration the use of the email procedures by demonstrating the method of creating, sending and opening new messages. Students will then use their accounts to show competency in these procedures by sending an introductory message to the instructor.

**W7.4 Uses email software.**

### All About Me Scavenger Hunt and Star Wars (Supplemental Handout #15)

1. **The Day I Was Born**
   http://www.historychannel.com/today/
   Discover other events that have taken place on your birthday.

2. **What's In A Name?**
   http://www.pacificcoast.net/~muck/etym.html
   Look at the Etymology of Names web site to find out what your name means.

3. **More of Me?**
   http://www.yahoo.com/search/people/
   Check out the Yahoo People Search web page to see if your phone number and/or address are listed: Are there other people who have the same name as you? How many?

4. **My Stars!**
   www.yahoo.com Use a search tool to find information about your favorite movie star or musician. Something I learned about him/her that I didn't know before is:

5. **What a Trip!**
   www.mapquest.com
   If you could travel anywhere you wanted in the continental United States, where would you go? Use MapQuest to find the following: How far is it to your destination? What are the instructions for getting to your destination?

   Use a search tool to find out things to do on your trip: www.yahoo.com
   Some of the attractions I would like to visit are _____.

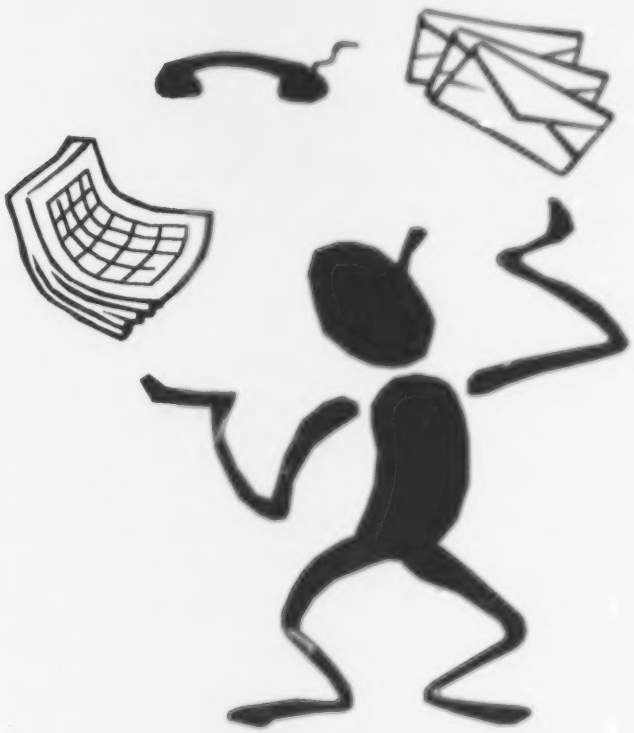
   Check to find the cost of airline tickets to your destination.
   http://www.travelzoo.com/Travelocity.asp

   Find the weather forecast for the area you will be visiting. www.weather.com

**W7.5 Uses Internet browser.**

# Locates and Uses Resources

This module will help develop the skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools and materials.



*"If money is your hope for independence you will never have it. The only real security that a man will have in this world is a reserve of knowledge, experience, and ability."*

**~ Henry Ford**

## KEY WORDS/CONCEPTS

- Reliability
- Resources—Natural, Manmade, Capital, Human
- Allocation
- Estimation
- Effectiveness
- Integration
- References
- Brochure
- Documents

## DISCUSSION QUESTIONS

- Where do you go when you need help with finding information?
- Have you used your local library or the Internet as a resource?
- What kinds of resources do you need to maintain in your household or workplace? How do you keep track of what you have used and what you will need?
- Many times on the job you will need more information than you have available. You may need to refer to books, guides, manuals, files, printouts, recordings, tapes or other types of reference materials. How do you get the information you need from reference materials?
- What processes do you use to help you get information that you need from reference materials quickly and efficiently?
- Can you recall a situation on the job when you weren't exactly sure what was expected of you? How did you "find out" what you needed to know?
- What kind of information should a company have in a policy manual? Why is it important for employees to have policy manuals?

# ACTIVITIES

### Working on It

Have adult learners obtain a copy of the policy manual either from their place of employment, a friend's place of employment, or the adult education agency. Instruct the learner to review the manual and report to the class the vacation leave, performance evaluations, organizational structure, sick leave, work hours, pay schedule and any benefit plans available to employees.

**W8.1 Identifies resources**

### No Bets Allowed!

Have participants imagine they work in a large Las Vegas casino. Have them brainstorm the various parts of the casino—gaming, restaurants, shopping, lodging, recreation, staff, security. Then, on a flipchart or chalkboard, write each area across the top. Have participants, either in groups or as a whole group, begin to brainstorm all the resources that would be needed in each area. After the brainstorming, have participants sort the resources into types of resources—human, natural, capital, and manmade. Variations of this activity may include different kinds of workplaces or community programs (libraries).

**W8.1 Identifies resources**

### Reference Materials...How Much Do You Already Know?

Upon review of the following list of reference terms, provide adult learners with a book that they can use to identify the following terms:

| | | | |
|---|---|---|---|
| Title | Table of Contents | Scan | Caption |
| Index | Skim | Charts | Graphs |

**W8.2 Gathers and organizes resources.**

### Product Information

Instructor should initiate a discussion regarding the fact that product information comes in many forms. Usually the product labels read from top to bottom, left to right. Provide several examples of product labels to adult learners. After a time for observation, learners should be prepared to report to the class the name of the product, how it should be used, when it should be used, special precautions for use or storage of the product.

**W8.3 Evaluates resources.**

### Inventory of Classroom Resources

The workplace process of inventories and the actual procedure of taking inventories should be discussed. Adult learners may have prior experience with inventories, and they should be encouraged to share their experiences. Adult learners will complete an inventory of a variety of classroom resources (human, manmade, natural, capital) that will indicate the number of items, specific use of items, location of items, etc. Teams should be established to complete this project, determining their own procedures as well as method of tracking.

**W8.4 Uses resources.**

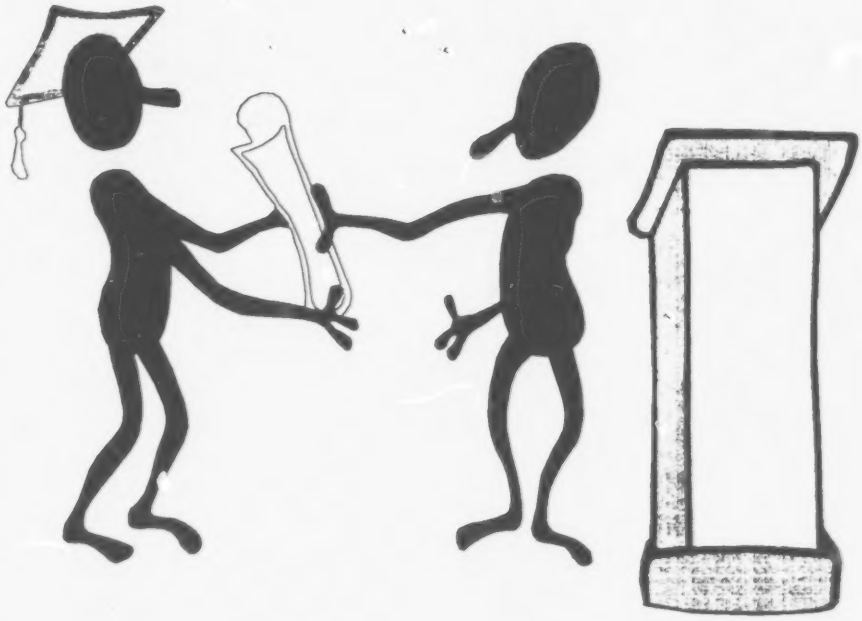
# LIFELONG LEARNING SKILLS

*Core foundation skills that enable one to set and reach realistic learning and employment goals through lifelong learning opportunities; includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace*

- **Knows How to Learn**
- **Applies Skills and Knowledge in New Contexts**
- **Manages Change**

# Lifelong Learning Skills

This module helps develop the core foundation skills that enable one to set and reach realistic learning and employment goals through lifelong learning opportunities; it includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace.



*"Things may come to those who wait, but only the things left by those who hustle."*

**~ Abraham Lincoln**

## KEY WORDS/CONCEPTS

- Lifelong Learning
- Learning Goals
- Skills and Knowledge
- Study Strategies
- Personal Behaviors
- Barriers to Learning
- Skills that transfer to different contexts
- Job Flexibility
- Job Roles & Responsibilities
- Job Stress
- Career Plan
- Self-directed learning
- Workplace changes

## DISCUSSION QUESTIONS

- Everyday, we are learning new things; describe one important lesson you have learned on job. How did you learn it? Did anyone help you? Why was it important?
- What are ways that you set goals for yourself when learning new things?
- What are some of your personal barriers to learning new things?
- What does lifelong learning mean?
- How readily do you accept our changing world and workplace?
- What are some ways you deal with the stress of change?
- What has been the most important lesson that you have learned in life?

# ACTIVITIES

### Learning Styles

Everyone has a particular preference for learning. We either learn best by the following modalities: Visual (seeing), Auditory (hearing), and Tactile (touch). All of these are great ways to learn and there is no right or wrong way—just different styles. Take the **Learning Styles Inventory Supplemental Handout #16** to determine the preference you have for learning.

**L1.1 Knows how to learn.**

### A Cup of Tea

Read the following story to the participants and ask them to reflect on this Zen Buddhist story.

*A Japanese master received a university professor who came to learn about Zen. They talked and got to know each other. The Japanese master served tea to the university professor. As he poured the tea, he kept pouring and pouring until the cup was overflowing. The professor was surprised that he was overflowing the cup in such an obvious manner. The professor finally proclaimed, "It is full, no more will go in!"*

*The Japanese master said to the professor, "Like the cup, you are full with your own judgments, opinions, and ideas. How can I help you to understand Zen unless you empty your cup first?"*

Discuss times in your life when you have been filled with knowledge and judgments and could not take in more new information? Discuss how to help other people be more receptive to new ideas and learning opportunities.

**L1.2 Applies skills in new contexts.**

### The Prize Patrol Is At Your Doorstep!

Imagine that it is Superbowl Sunday and you are home watching the Superbowl your dog begins to bark because someone is at your door. You open the door only to discover that you have won 10 million dollars! Congratulations! You are being interviewed by the TV camera crew shortly after receiving the prize, you are asked the following questions, "How are you going to use your new found wealth? What are the first 5-10 things you would do with your money?"

**L1.3 Manages change.**

### Pike Syndrome

If you take a large northern Pike fish and place it in an aquarium that is divided by glass with minnows that are on the other side of the tank. The fish will make many attempts to catch the minnows—all the while throwing itself at the glass plate. When the glass plate is removed the fish does not eat the minnows because it has "learned" that it can't get at the minnows. Many of us are like this Pike. We learn certain behaviors and even though situations change, we don't.

Behaviors characterized by the Pike Syndrome are:

- *Assuming Information and Knowledge is the same for all situations*
- *Our reactions are over generalized*
- *We have an unchanged perspective of past behaviors*
- *Refuse to consider alternatives*

Ask the following questions to the participants:

- *When have you seen the Pike Syndrome at your workplace or at home?*
- *How have you reacted when you saw people choose resistance to change?*
- *When have you reacted this way to a situation?*
- *How can you break out of the Pike Syndrome if you fall into it?*

**L1.3 Manages change.**

### Motivation and Goals

The University of Texas has a sample on-line learning module from the "Becoming a Strategic Learner" (LASSI) series by Dr. Clair Weinstein. The sample module provides an excellent series of guided questions and activities to help learners explore their motivation, goals and self-efficacy beliefs. Preview the sample by clicking "Instructional Modules" at http://www.hhpublishing.com/_onlinecourses/study_strategies/BSL/

**L1.1 Knows how to learn.**

# Supplemental Handouts

# for Modules

# Time To Bury the Hatchet

*"It's time to bury the…"*

***Step 1: State the conflict***

- Be specific and use facts.
- Avoid attacking the person.
- State your position.
- Describe its impact on you, the team, others.

***Step 2: Ask for their viewpoint***

- Actively listen and show respect.

***Step 3: Indicate your willingness to help resolve the issue***

- Express your cooperation and hope for a resolution.

***Step 4: Clarify the difference—have each person present their viewpoints objectively***

- Get agreement on a plan.
- Jointly generate ideas.

***Step 5: Agree on an action plan***

- Decide what each person is going to do to help resolve the situation.
- Summarize and if necessary set a follow-up date to make sure conflict is resolved.

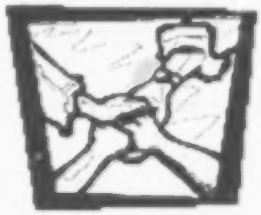
**Handout #1**

# Conveying Performance Expectations

Step One: Describe the job and its major expectations

Step Two: Agree on measurable outcomes.

Step Three: Mutually identify the skills and resources needed to complete the job.



Step Four: Determine the key priorities.

Step Five: Review and ensure understanding.

Step Six: Reinforce the behavior as you see it occur .

| Steps for Conveying Performance Expectations | What will I Say? |
|---|---|
| **1** ~ Describe the job and its major expectations | |
| **2** ~ Agree on measurable performance outcomes. | |
| **3** ~ Mutually identify the skills and resources needed to complete the job. | |
| **4** ~ Determine the key priorities | |
| **5** ~ Review and ensure understanding | |
| **6** ~ Reinforce the behavior as you see it occur | |

**Handout #2**

# Important Job Factors

**DIRECTIONS:** Break into groups of five. Have each person in the group, rank order the following items from 1-10 (1=highest; 10=lowest) according to their estimate of the degree to which workers in a nationwide study reported that reason to be very important in deciding to take their current jobs.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Advancement opportunity | | | | | |
| Control over work content | | | | | |
| Flexible work schedule | | | | | |
| Fringe benefits | | | | | |
| Job security | | | | | |
| Nature of the work | | | | | |
| Open communication | | | | | |
| Salary/wages | | | | | |
| Size of organization | | | | | |
| Stimulating work | | | | | |

**Handout #3**

# Important Job Factors (Answers)

| | Rank |
|---|---|
| Advancement opportunity | 8 |
| Control over work content | 3 |
| Flexible work schedule | 7 |
| Fringe benefit | 6 |
| Job security | 4 |
| Nature of the work | 2 |
| Open communication | 1 |
| Salary/wages | 9 |
| Size of organization | 10 |
| Stimulating work | 5 |

Source: "Work Force Study Finds Loyalty Is Weak," *Wall Street Journal*, Sept. 3, 1993, p. B-l.

# SMART Goals

*Goals written in a SMART format ensure that they are well thought out and can be accomplished.*

**About SMART Goals~**

**S - S**pecific: What specifically does this goal relate to?

**M - M**easurable: How is the success going to be measured? How will I or my team be accountable to this goal?

**A - A**ttainable: How will this goal be completed? How will it be applied to my work?

**R - R**elevant: How will the results of this goal relate to my overall goals, the Alumni Association's goals?

**T - T**ime Bound: What actions will I take to make this happen? What is the end result I expect?

**Example of a SMART Goal:**

| | |
|---|---|
| Specific | I plan on increasing Service to Alumni |
| Measurable | by conducting a survey of at least 50 Alumni of their satisfaction of Alumni career services. |
| Attainable | I will work with 2 other associates to complete the survey. |
| Relevant | The results will be reported at a staff meeting for all to discuss the impact to our future planning. |
| Time Bound | This survey will be completed and reported out at the December staff meeting. |

**Handout #4**

*SMART Goal #1:*

**Specific:** _____

**Measurable:** _____

**Attainable:** _____

**Relevant:** _____

**Time Bound:** _____

*SMART Goal #2:*

**Specific:** _____

**Measurable:** _____

**Attainable:** _____

**Relevant:** _____

**Time Bound:** _____

*SMART Goal #3:*

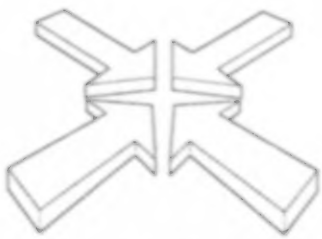
**Specific:** _____

**Measurable:** _____

**Attainable:** _____

**Relevant:** _____

**Time Bound:** _____



**Handout #4 (Continued)**

# Human Knot

1. Form a circle—you will need an <u>even</u> number of people.

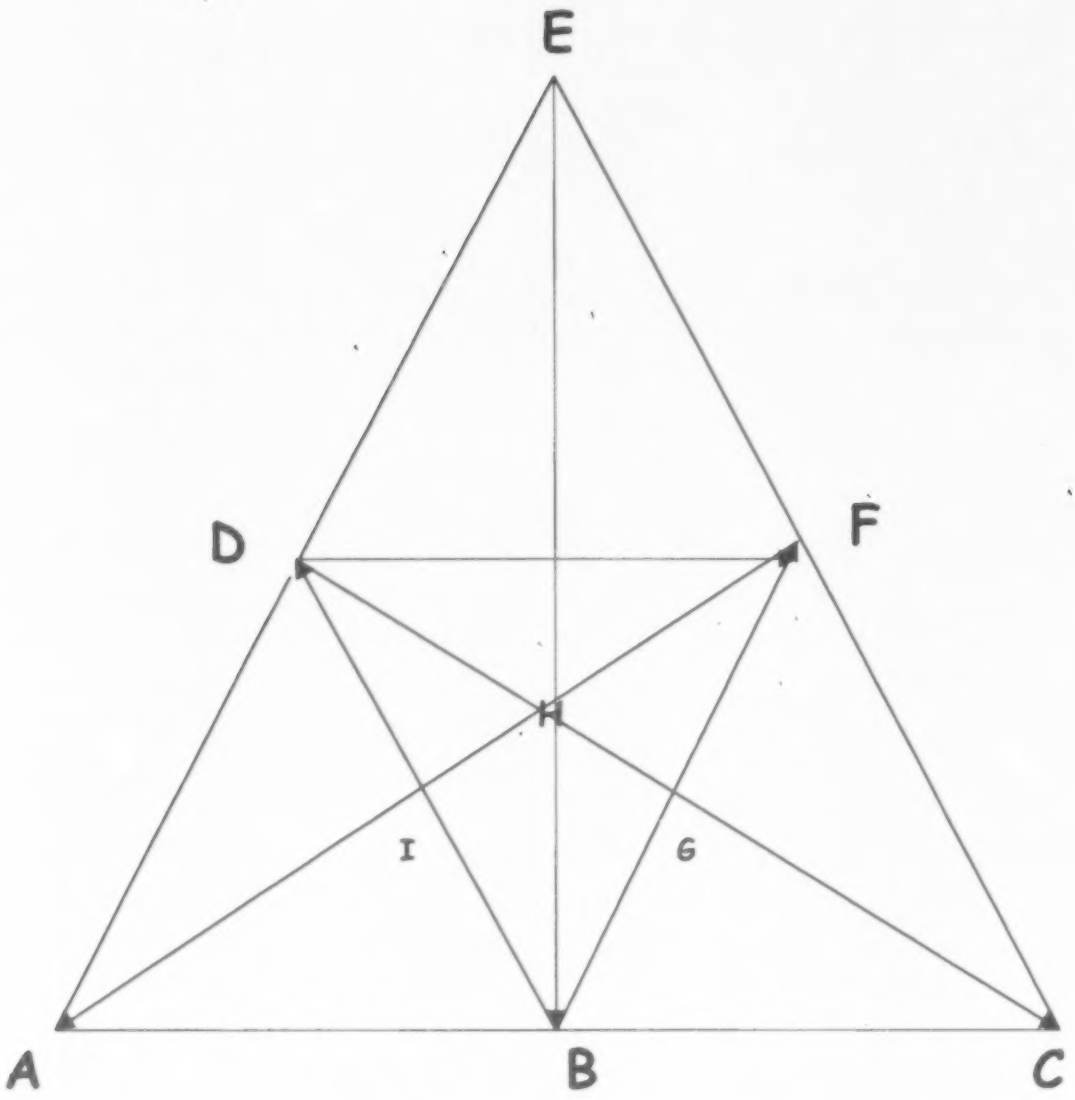
2. Take the RIGHT hand of someone NOT standing next to you.

3. Take the LEFT hand of someone NOT standing next to you AND whose RIGHT hand you DO NOT have.

4. Untangle !!!!

Handout #5

# Triangles Galore




Handout #6

# Constructive Criticism/Feedback

***Feedback should be....***

Timely, honest and must state why the activity or requested improvement is important.

## How to Give Effective Feedback to Others

**STEP ONE: Describe specifically what you observed.**

What was the person doing/saying? Be specific and focus on the person's *actions*—not on their personality.

**STEP TWO: Offer some ideas/suggestions.**

What are some ideas that could improve the situation? Make sure that your suggestions are specific actions that the person can try.

**STEP THREE: Summarize and show your support.**

End on a positive note and maintain a positive relationship with the person. Review the key points about what the person did well and what they specifically need to do to improve.

**Handout #7**

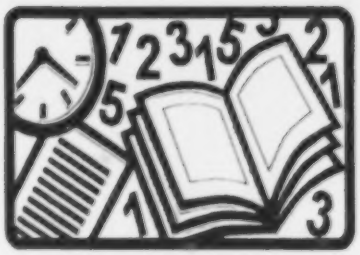
BEST COPY AVAILABLE

# The Sky is the Limit!

What are your dream jobs? What types of jobs do you wish you were doing or could do? Write each job/career in one of the clouds. Remember we are dreaming—so the sky's the limit!

**Handout #8**

# K-W-L



| K | W | L |
|---|---|---|
| What I Already Know | What I Want to Learn | What I Have Learned |
| | | |

Handout #9

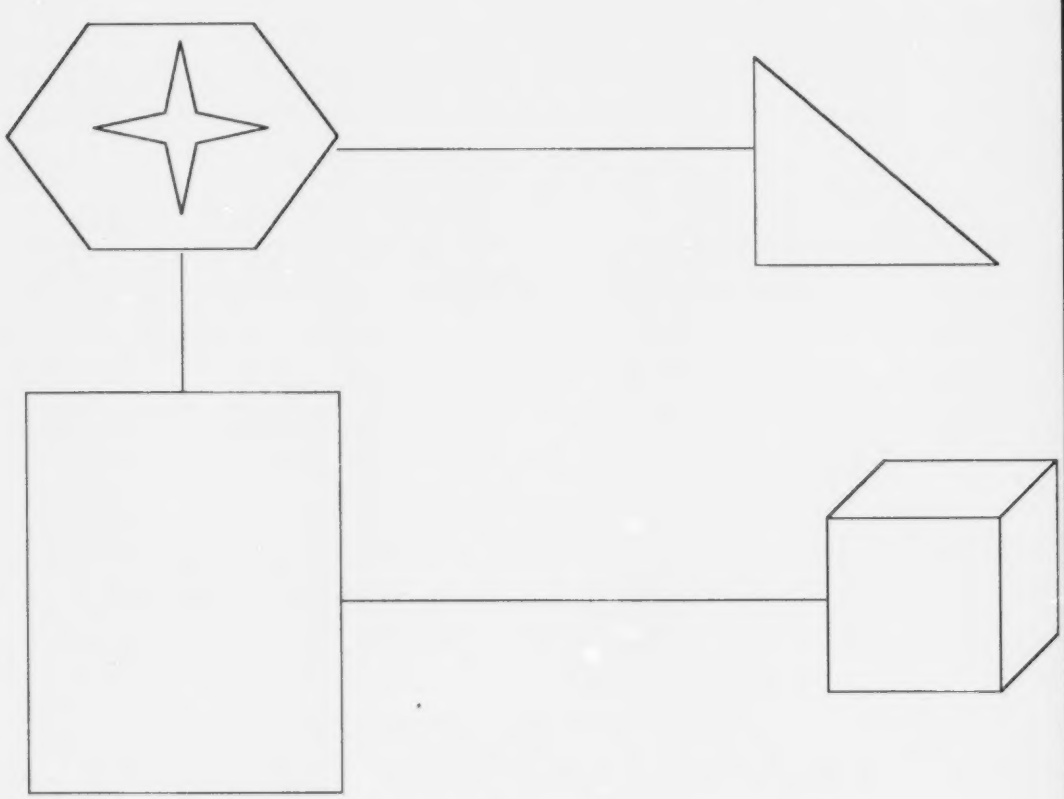
# Fact Or Opinion?

| Facts | Opinions |
| --- | --- |
| | |

Handout #10

# One Way Communication

Directions: Tell the other person how to draw this design without allowing them to ask for details or clarification. You may not show this design at any time.



Handout #11

# Effective Interviewing Questions

Below is a list of questions you can ask during this mock interview. Make sure the individual is using descriptive information from the Foundation Skills Wheel.

1. Please describe your present job responsibilities and duties.
2. What are the kinds of things you enjoy doing in your present position?
3. What do you consider to be your biggest accomplishments?
4. In relation to your present employment, have you had any disappointments or things that turned out less than expected? Tell me about them.
5. In the past, for what things have your supervisors complimented you? For what things have they said you could improve?
6. How do you think your present supervisor would describe you?
7. What are some things you very good at?
8. What are some things you find difficult to do?
9. In what way has your present job prepared you for greater responsibilities?
10. What are your long-range goals and objectives?

**Handout #12**

# Alike & Different

Write the names of all the class participants on the sheet and then find how you are alike and different with each one of the participants.

| Name | Alike | Different |
| --- | --- | --- |
| | | |
| | | |
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Handout #13

# Things We See Everyday...

- What color stripe is directly below the blue field on the American flag?
- If quotation marks are considered commas, is the first pair upside down or right side up?
- What building is shown on a five-dollar bill?
- Is the coin return on the bottom right or left side of a pay telephone?
- What is the smallest division on a standard ruler?
- Which king in a standard deck of playing cards is shown in profile?
- Is the full moon high or low in the June sky?

# Star Wars Scavenger Hunt

Go to the website: www.cnn.com/EVENTS/1997/star.wars.anniversary/

Scroll down to the Links located at the bottom of the page inside the [ ]'s.

Click on the "Use the force: A Quiz" section and take the online quiz. Write down your results. _____

Click on "Flashback 1977" and find 2 things on this page:

Write down 1 technological advance that has happened since the movie was filmed in 1977. _____

Write down how much a movie ticket was when Star Wars was originally released. _____

Click on "Where are they now?" and find 1 fact about each of the following characters/actors: Mark Hamill _____.
Harrison Ford _____.
Frank Oz_____.
Carrie Fisher _____.

Click on "Cultural Impact" and find out the name of the movie that parodies Star Wars. Hint: it was created by Mel Brooks… _____.

Click on "Galaxy of Websites" and visit 3 different linked websites. Write a 1 sentence description of each website you visit.

a. _____.
b. _____.
c. _____.

Write down your favorite link (URL) that you found today on this website.

**Handout #15**

# LEARNING STYLE INVENTORY

Directions:

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style. This 24-item survey is not timed. Answer each question as honestly as you can.

This will also give trainers an opportunity to see how they best learn and to better understand that they should provide different opportunities for their trainees to learn better.

**Place a check on the appropriate line after each statement**

| | OFTEN | SOMETIMES | SELDOM |
|---|---|---|---|
| 1. Can remember more about a subject when a trainer is lecturing and providing information through explanations and discussion. | ____ | ____ | ____ |
| 2. Prefer information to be written on the whiteboard, flip chart or overhead projector. | ____ | ____ | ____ |
| 3. Like to write things down or to take notes to help remember the information. | ____ | ____ | ____ |
| 4. Prefer to use diagrams, models, or have actual time to practice to learn new things. | ____ | ____ | ____ |
| 5. Require explanations of diagrams, graphs, or visual directions. | ____ | ____ | ____ |
| 6. Enjoy working with my hands or making things. | ____ | ____ | ____ |
| 7. Am skillful with and enjoy developing and making graphs and charts. | ____ | ____ | ____ |
| 8. Can tell if sounds match when presented with pairs of sounds. | ____ | ____ | ____ |
| 9. Remember best by writing things down several times. | ____ | ____ | ____ |
| 10. Can understand and follow directions on maps. | ____ | ____ | ____ |

| | OFTEN | SOMETIMES | SELDOM |
|---|---|---|---|
| 11. Understand topics better if trainer lectures and explains things. | ____ | ____ | ____ |
| 12. Play with coins or keys in pockets. | ____ | ____ | ____ |
| 13. Can learn a new task better by repeating the steps/processes out loud. | ____ | ____ | ____ |
| 14. Can better understand a news article by reading about it in the paper than by listening to the radio. | ____ | ____ | ____ |
| 15. Chew gum, smoke, or snack during training. | ____ | ____ | ____ |
| 16. Feel the best way to remember is to picture it in your head. | ____ | ____ | ____ |
| 17. Use my fingers to add numbers occasionally. | ____ | ____ | ____ |
| 18. Would rather listen to a good lecture or speech than read about the same material in a book. | ____ | ____ | ____ |
| 19. Am good at working and solving jigsaw puzzles and mazes. | ____ | ____ | ____ |
| 20. Grip objects in hands during training period. | ____ | ____ | ____ |
| 21. Prefer listening to the news on the radio rather than reading about it in the newspaper. | ____ | ____ | ____ |
| 22. Obtain information on an interesting subject by reading relevant materials. | ____ | ____ | ____ |
| 23. Feel very comfortable touching others, hugging, handshaking, etc. | ____ | ____ | ____ |
| 24. Follow oral directions better than written ones. | ____ | ____ | ____ |

See next page for scoring instructions.

**SCORING PROCEDURES**

**DIRECTIONS:**

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

OFTEN = 5 points
SOMETIMES = 3 points
SELDOM = 1 point

| VISUAL NO | PTS. | AUDITORY NO. | PTS. | TACTILE/KINESTHETIC NO. | PTS. |
|---|---|---|---|---|---|
| 2 | _____ | 1 | _____ | 4 | _____ |
| 3 | _____ | 5 | _____ | 6 | _____ |
| 7 | _____ | 8 | _____ | 9 | _____ |
| 10 | _____ | 11 | _____ | 12 | _____ |
| 14 | _____ | 13 | _____ | 15 | _____ |
| 16 | _____ | 18 | _____ | 17 | _____ |
| 19 | _____ | 21 | _____ | 20 | _____ |
| 22 | _____ | 24 | _____ | 23 | _____ |

VPS =_____ (Visual) APS = _____ (Auditory) TPS = _____ (Tactile)

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

**If you are a VISUAL Learner:** You like to look at maps, videos, graphs, flipcharts and overhead slides. You practice visualizing words/concepts in your head. You write things out and then use them as a quick review.

**If you are an AUDITORY Learner:** You like to listen and then take notes. It is important for you to sit where you can hear the trainer. After you read something it is important for you to tell someone else or recite it to yourself in order to remember it.

**If you are a TACTILE/KINESTHETIC Learner:** In order for you to learn certain facts/procedures, it is important for you to write it several times. You like to touch or do something in order for you to remember how it works

*(Your Learning Style is the collection of skills and preferences that affect how you perceive, gather and process information. Taken from Internet Learning Styles website. )*

**Handout #16 (Continued)**

# Supplemental Handouts

# for Modules

# Time To Bury the Hatchet

***Step 1: State the conflict***

- Be specific and use facts.
- Avoid attacking the person.
- State your position.
- Describe its impact on you, the team, others.

"It's time to bury the "

***Step 2: Ask for their viewpoint***

- Actively listen and show respect.

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- Express your cooperation and hope for a resolution.

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- Jointly generate ideas.

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**Handout #1**

# Conveying Performance Expectations

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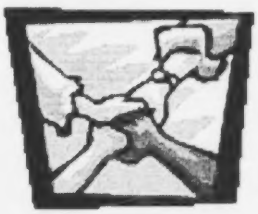

Step Four: Determine the key priorities.

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| Steps for Conveying Performance Expectations | What will I Say? |
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**Handout #2**

# Important Job Factors

**DIRECTIONS:** Break into groups of five. Have each person in the group, rank order the following items from 1-10 (1=highest; 10=lowest) according to their estimate of the degree to which workers in a nationwide study reported that reason to be very important in deciding to take their current jobs.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Advancement opportunity | | | | | |
| Control over work content | | | | | |
| Flexible work schedule | | | | | |
| Fringe benefits | | | | | |
| Job security | | | | | |
| Nature of the work | | | | | |
| Open communication | | | | | |
| Salary/wages | | | | | |
| Size of organization | | | | | |
| Stimulating work | | | | | |

**Handout 83**

# Important Job Factors (Answers)

| | Rank |
|---|---|
| Advancement opportunity | 8 |
| Control over work content | 3 |
| Flexible work schedule | 7 |
| Fringe benefit | 6 |
| Job security | 4 |
| Nature of the work | 2 |
| Open communication | 1 |
| Salary/wages | 9 |
| Size of organization | 10 |
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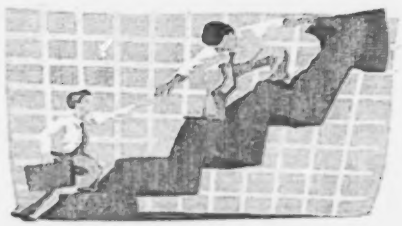
Source: "Work Force Study Finds Loyalty Is Weak," *Wall Street Journal*, Sept. 3, 1993, p. B-l.

**Handout #3 (Continued)**

# SMART Goals



*Goals written in a SMART format ensure that they are well thought out and can be accomplished.*

**About SMART Goals~**

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**M - M**easurable: How is the success going to be measured? How will I or my team be accountable to this goal?

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**Example of a SMART Goal:**

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| **M**easurable | by conducting a survey of at least 50 Alumni of their satisfaction of Alumni career services. |
| **A**ttainable | I will work with 2 other associates to complete the survey. |
| **R**elevant | The results will be reported at a staff meeting for all to discuss the impact to our future planning. |
| **T**ime Bound | This survey will be completed and reported out at the December staff meeting. |

**Handout #4**

SMART Goal #1:

Specific: _____

Measurable: _____

Attainable: _____

Relevant: _____

Time Bound: _____

*SMART Goal #2:*

Specific: _____

Measurable: _____

Attainable: _____

Relevant: _____

Time Bound: _____

*SMART Goal #3:*

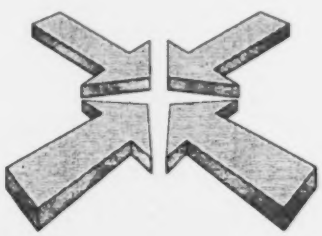
Specific: _____

Measurable: _____

Attainable: _____

Relevant: _____

Time Bound: _____



**Handout #4 (Continued)**

# Human Knot

1. Form a circle—you will need an <u>even</u> number of people.

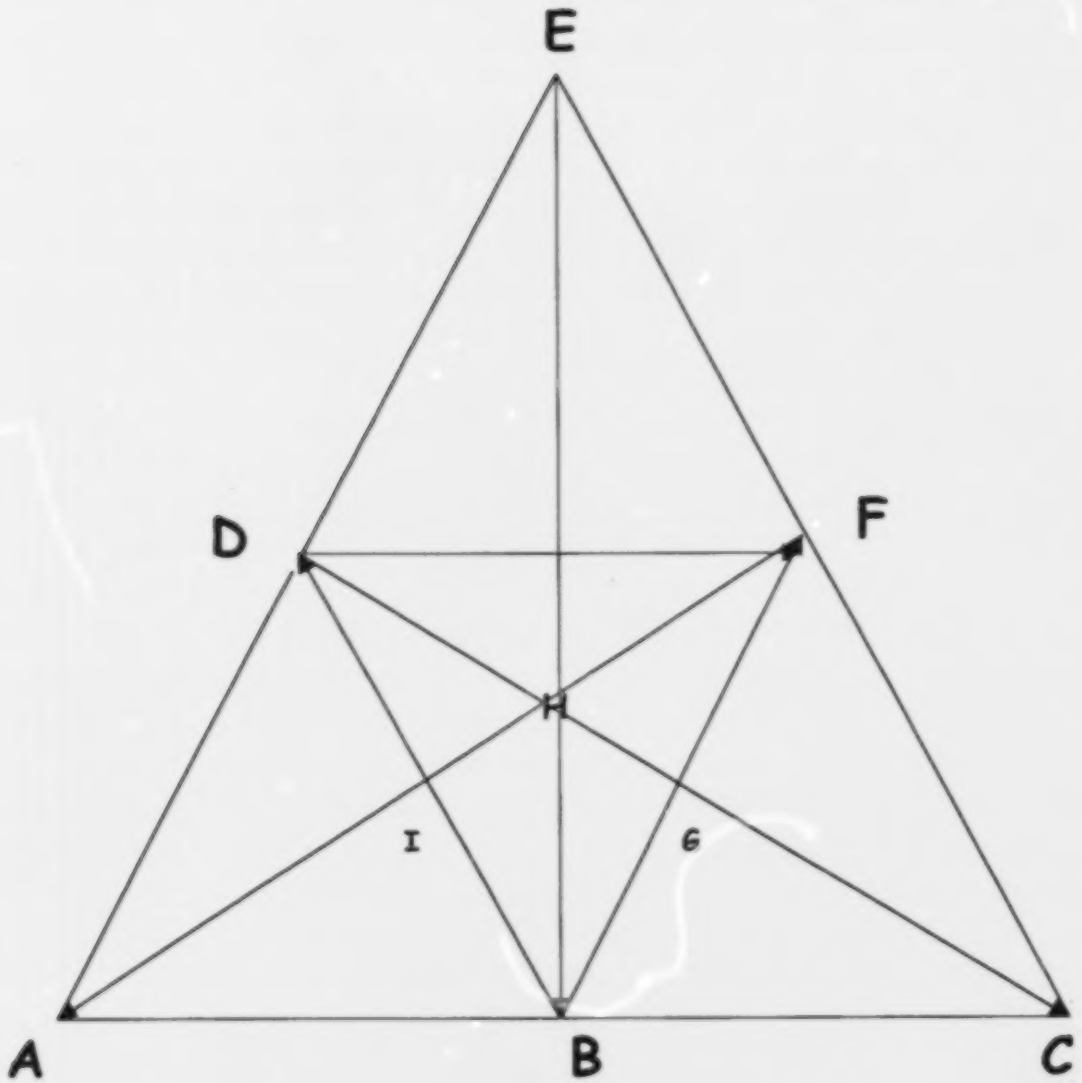
2. Take the RIGHT hand of someone NOT standing next to you.

3. Take the LEFT hand of someone NOT standing next to you AND whose RIGHT hand you DO NOT have.

4. Untangle !!!!

Handout #5

# Triangles Galore




Handout #6

# Constructive Criticism/Feedback

***Feedback should be....***

Timely, honest and must state why the activity or requested improvement is important.

## How to Give Effective Feedback to Others

**STEP ONE: Describe specifically what you observed.**

What was the person doing/saying? Be specific and focus on the person's *actions*—not on their personality.

**STEP TWO: Offer some ideas/suggestions.**

What are some ideas that could improve the situation? Make sure that your suggestions are specific actions that the person can try.

**STEP THREE: Summarize and show your support.**

End on a positive note and maintain a positive relationship with the person. Review the key points about what the person did well and what they specifically need to do to improve.

**Handout #7**

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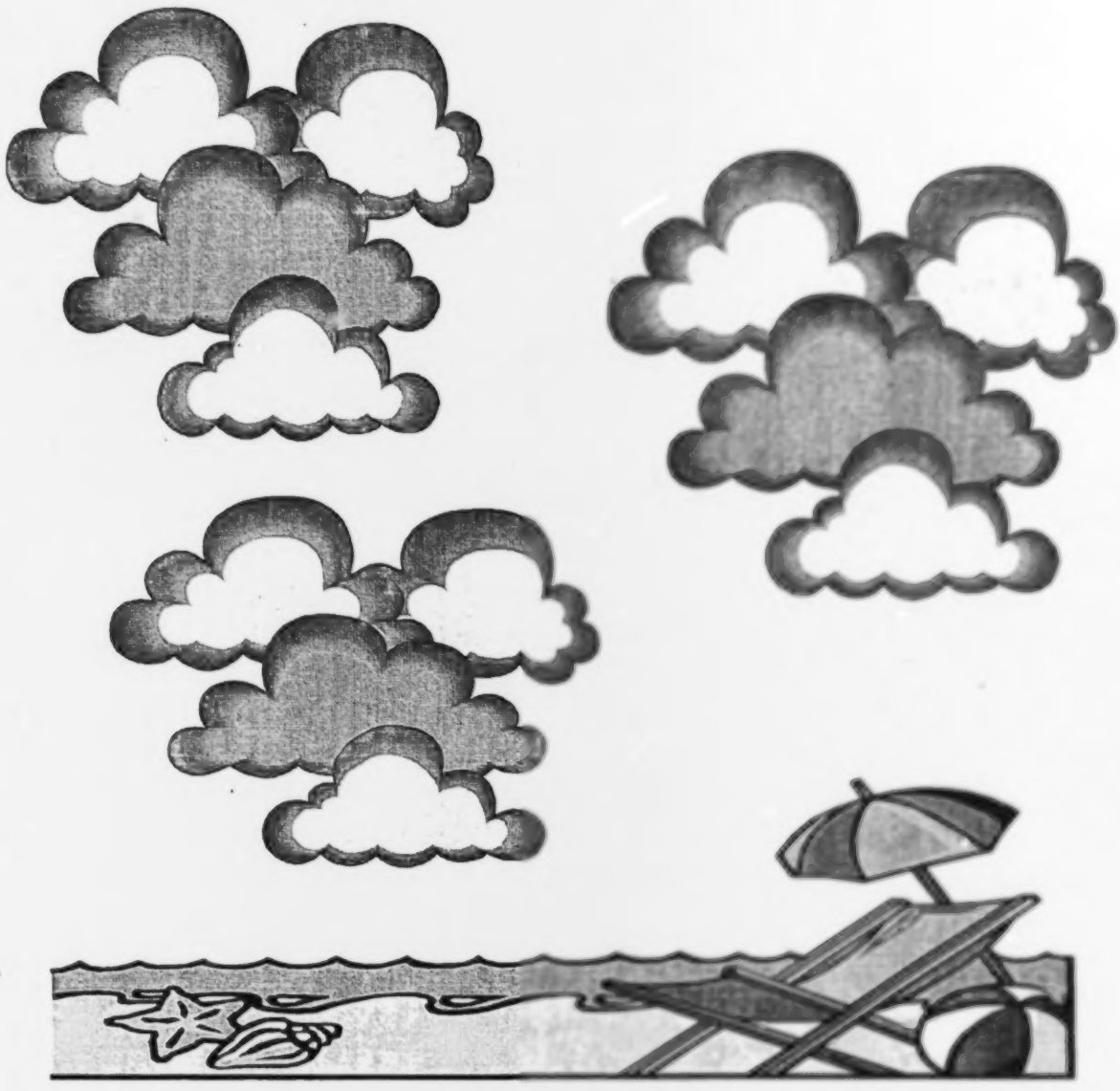
# The Sky is the Limit!

What are your dream jobs? What types of jobs do you wish you were doing or could do? Write each job/career in one of the clouds. Remember we are dreaming—so the sky's the limit!



**Handout 18**

# K-W-L

| K | W | L |
|---|---|---|
| What I Already Know | What I Want to Learn | What I Have Learned |
| | | |

Handout 89

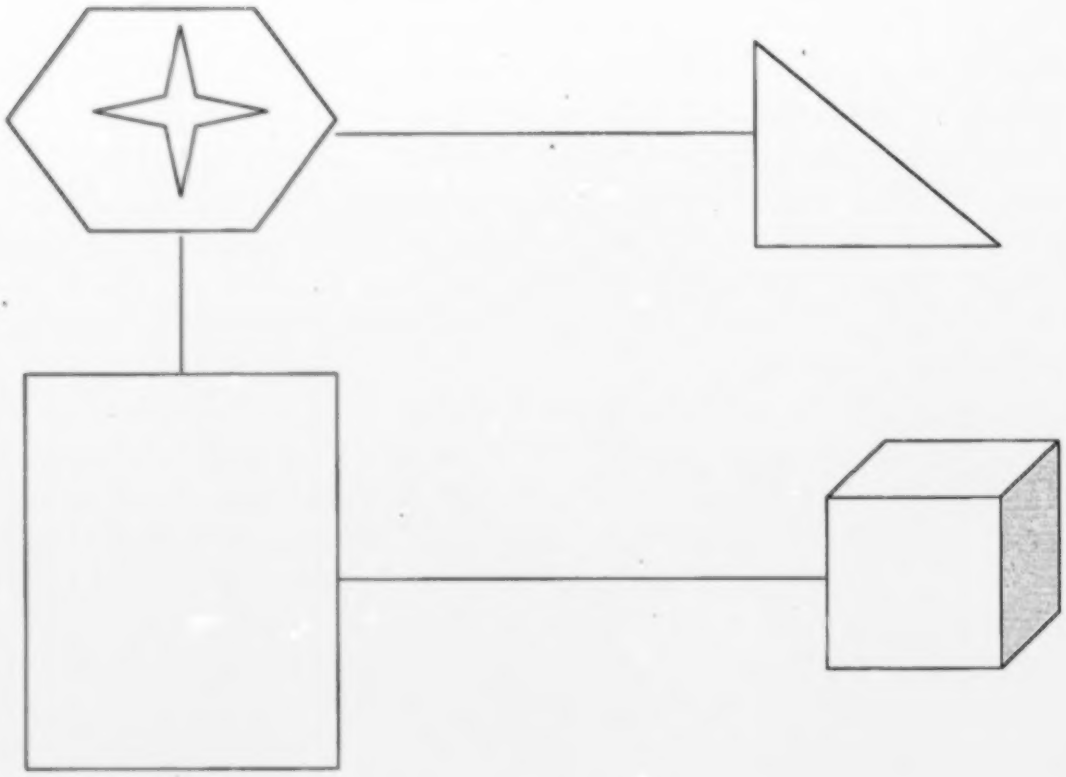
# Fact Or Opinion?

| Facts | Opinions |
| --- | --- |
| | |

Handout #10

# One Way Communication

Directions: Tell the other person how to draw this design without allowing them to ask for details or clarification. You may not show this design at any time.



Handout #11

# Effective Interviewing Questions

Below is a list of questions you can ask during this mock interview. Make sure the individual is using descriptive information from the Foundation Skills Wheel.

1. Please describe your present job responsibilities and duties.
2. What are the kinds of things you enjoy doing in your present position?
3. What do you consider to be your biggest accomplishments?
4. In relation to your present employment, have you had any disappointments or things that turned out less than expected? Tell me about them.
5. In the past, for what things have your supervisors complimented you? For what things have they said you could improve?
6. How do you think your present supervisor would describe you?
7. What are some things you very good at?
8. What are some things you find difficult to do?
9. In what way has your present job prepared you for greater responsibilities?
10. What are your long-range goals and objectives?

**Handout #12**

# Alike & Different

Write the names of all the class participants on the sheet and then find how you are alike and different with each one of the participants.

| Name | Alike | Different |
| --- | --- | --- |
| | | |
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Handout #13

# Things We See Every Day...

- What color stripe is directly below the blue field on the American flag?
- If quotation marks are considered commas, is the first pair upside down or right side up?
- What building is shown on a five-dollar bill?
- Is the coin return on the bottom right or left side of a pay telephone?
- What is the smallest division on a standard ruler?
- Which king in a standard deck of playing cards is shown in profile?
- Is the full moon high or low in the June sky?

# Star Wars Scavenger Hunt

Go to the website: www.cnn.com/EVENTS/1997/star.wars.anniversary/

Scroll down to the Links located at the bottom of the page inside the [ ]'s.

Click on the "Use the force: A Quiz" section and take the online quiz. Write down your results. _____

Click on "Flashback 1977" and find 2 things on this page:

Write down 1 technological advance that has happened since the movie was filmed in 1977. _____

Write down how much a movie ticket was when Star Wars was originally released. _____

Click on "Where are they now?" and find 1 fact about each of the following characters/actors: Mark Hamill _____,

Harrison Ford _____,

Frank Oz_____,

Carrie Fisher _____.

Click on "Cultural Impact" and find out the name of the movie that parodies Star Wars. Hint: it was created by Mel Brooks... _____.

Click on "Galaxy of Websites" and visit 3 different linked websites. Write a 1 sentence description of each website you visit.

a. _____.

b. _____.

c. _____.

Write down your favorite link (URL) that you found today on this website.

**Handout #15**

# LEARNING STYLE INVENTORY

Directions:

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style. This 24-item survey is not timed. Answer each question as honestly as you can.

This will also give trainers an opportunity to see how they best learn and to better understand that they should provide different opportunities for their trainees to learn better.

**Place a check on the appropriate line after each statement**

| | OFTEN | SOMETIMES | SELDOM |
|---|---|---|---|
| 1. Can remember more about a subject when a trainer is lecturing and providing information through explanations and discussion. v | ____ | ____ | ____ |
| 2. Prefer information to be written on the whiteboard, flip chart or overhead projector. | ____ | ____ | ____ |
| 3. Like to write things down or to take notes to help remember the information. | ____ | ____ | ____ |
| 4. Prefer to use diagrams, models, or have actual time to practice to learn new things. | ____ | ____ | ____ |
| 5. Require explanations of diagrams, graphs, or visual directions. | ____ | ____ | ____ |
| 6. Enjoy working with my hands or making things. | ____ | ____ | ____ |
| 7. Am skillful with and enjoy developing and making graphs and charts. | ____ | ____ | ____ |
| 8. Can tell if sounds match when presented with pairs of sounds. | ____ | ____ | ____ |
| 9. Remember best by writing things down several times. | ____ | ____ | ____ |
| 10. Can understand and follow directions on maps. | ____ | ____ | ____ |

**Handout #16**

| | OFTEN | SOMETIMES | SELDOM |
|---|---|---|---|
| 11. Understand topics better if trainer lectures and explains things. | ____ | ____ | ____ |
| 12. Play with coins or keys in pockets. | ____ | ____ | ____ |
| 13. Can learn a new task better by repeating the steps/processes out loud. | ____ | ____ | ____ |
| 14. Can better understand a news article by reading about it in the paper than by listening to the radio. | ____ | ____ | ____ |
| 15. Chew gum, smoke, or snack during training. | ____ | ____ | ____ |
| 16. Feel the best way to remember is to picture it in your head. | ____ | ____ | ____ |
| 17. Use my fingers to add numbers occasionally. | ____ | ____ | ____ |
| 18. Would rather listen to a good lecture or speech than read about the same material in a book. | ____ | ____ | ____ |
| 19. Am good at working and solving jigsaw puzzles and mazes. | ____ | ____ | ____ |
| 20. Grip objects in hands during training period. | ____ | ____ | ____ |
| 21. Prefer listening to the news on the radio rather than reading about it in the newspaper. | ____ | ____ | ____ |
| 22. Obtain information on an interesting subject by reading relevant materials. | ____ | ____ | ____ |
| 23. Feel very comfortable touching others, hugging, handshaking, etc. | ____ | ____ | ____ |
| 24. Follow oral directions better than written ones. | ____ | ____ | ____ |

See next page for scoring instructions.

**Handout #16 (Continued)**

**SCORING PROCEDURES**

**DIRECTIONS:**

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

OFTEN = 5 points
SOMETIMES = 3 points
SELDOM = 1 point

| VISUAL NO | PTS. | AUDITORY NO. | PTS. | TACTILE/KINESTHETIC NO. | PTS. |
|---|---|---|---|---|---|
| 2 | _____ | 1 | _____ | 4 | _____ |
| 3 | _____ | 5 | _____ | 6 | _____ |
| 7 | _____ | 8 | _____ | 9 | _____ |
| 10 | _____ | 11 | _____ | 12 | _____ |
| 14 | _____ | 13 | _____ | 15 | _____ |
| 16 | _____ | 18 | _____ | 17 | _____ |
| 19 | _____ | 21 | _____ | 20 | _____ |
| 22 | _____ | 24 | _____ | 23 | _____ |

VPS =_____ (Visual) APS = _____ (Auditory) TPS = _____ (Tactile)

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

**If you are a VISUAL Learner:** You like to look at maps, videos, graphs, flipcharts and overhead slides. You practice visualizing words/concepts in your head. You write things out and then use them as a quick review.

**If you are an AUDITORY Learner:** You like to listen and then take notes. It is important for you to sit where you can hear the trainer. After you read something it is important for you to tell someone else or recite it to yourself in order to remember it.

**If you are a TACTILE/KINESTHETIC Learner:** In order for you to learn certain facts/procedures, it is important for you to write it several times. You like to touch or do something in order for you to remember how it works

*(Your Learning Style is the collection of skills and preferences that affect how you perceive, gather and process information. Taken from Internet Learning Styles website. )*

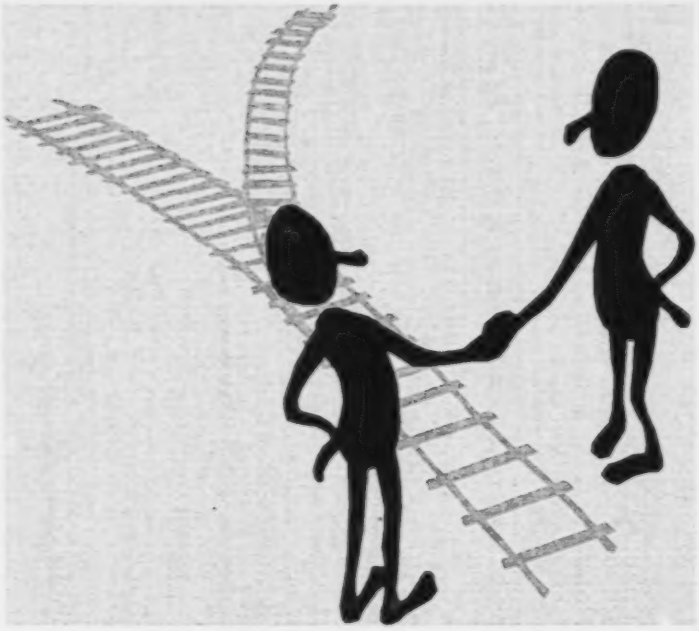
**Handout #16 (Continued)**

# Work-Based Foundation Skills Portfolio of Activities and Achievements

**Name:**
**Date:**

# Demonstrates Effective Interpersonal Relations

Social skills needed to cooperate with others, interact effectively within the workplace as well as advance to new positions and responsibilities.

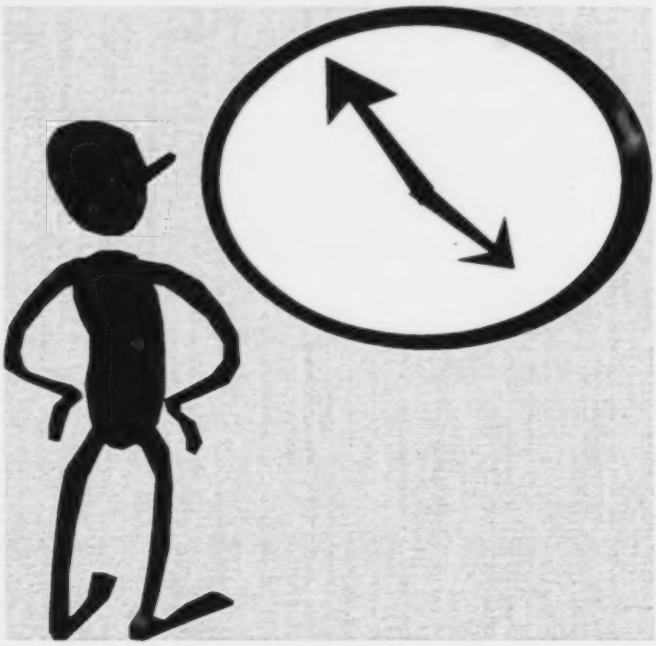


*"Diversity without unity makes about as much sense as dishing up flour, sugar, water, eggs, shortening, and baking powder on a plate and calling it a cake."*

**~ C. William Pollard**

# Demonstrates Self-Management Strategies

Skills and knowledge to understand how personal factors contribute to employability; also, skills and strategies to manage time, stress, and tasks effectively.

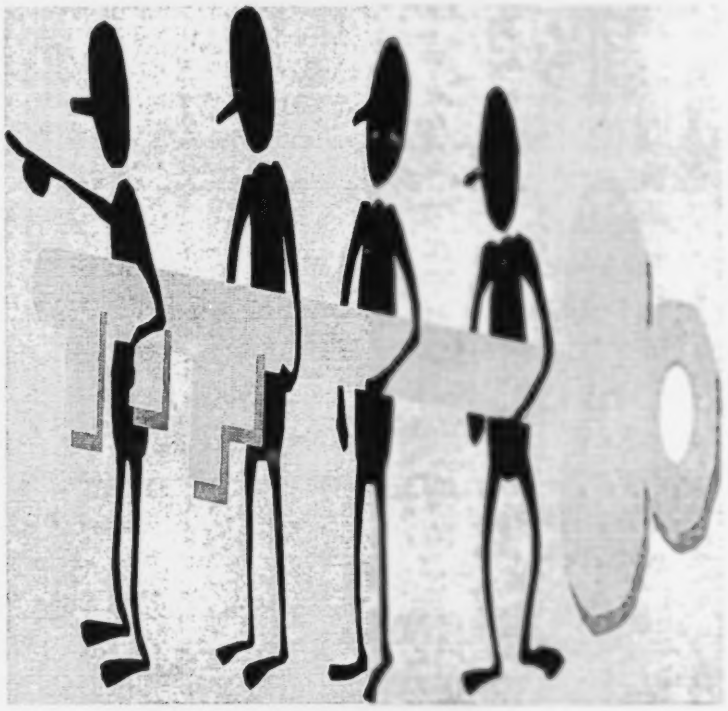


*"I cannot always control what goes on outside. But I can always control what goes on inside."*

**~ Wayne W. Dyer**

# Works in Teams

Social skills needed to work cooperatively and collaboratively with others in order to build and support productive team relations and set and accomplish team goals.



*"He who wishes to secure the good of others has already secured his own."*

**- Confucius**

# Solves Problems

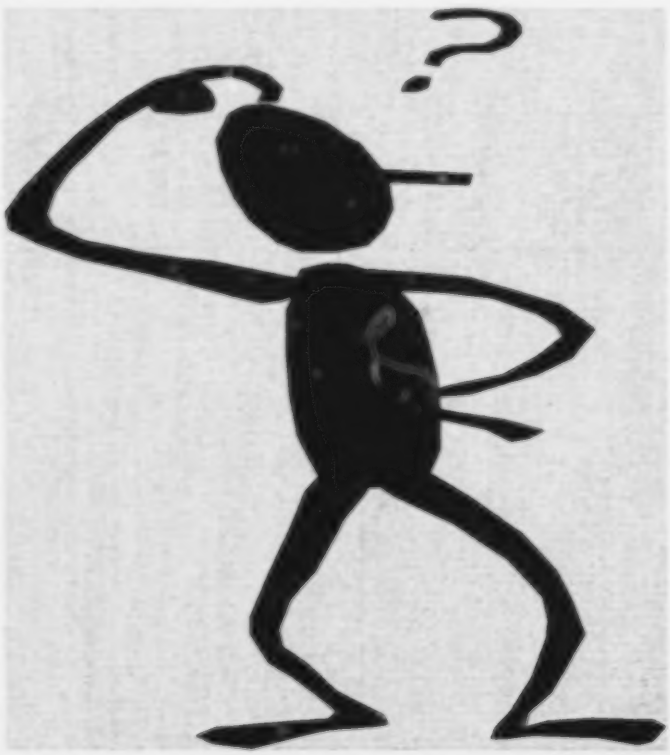
Critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions and monitor their effectiveness.

*" No problem is so large or complex that it can't be run away from.*

**~ Charlie Brown**

# Makes Decisions

Critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome.



*"The possibilities are numerous once we decide to act and not react."*

**~ Gloria Anzaldua**

# Applies Health and Safety Concepts

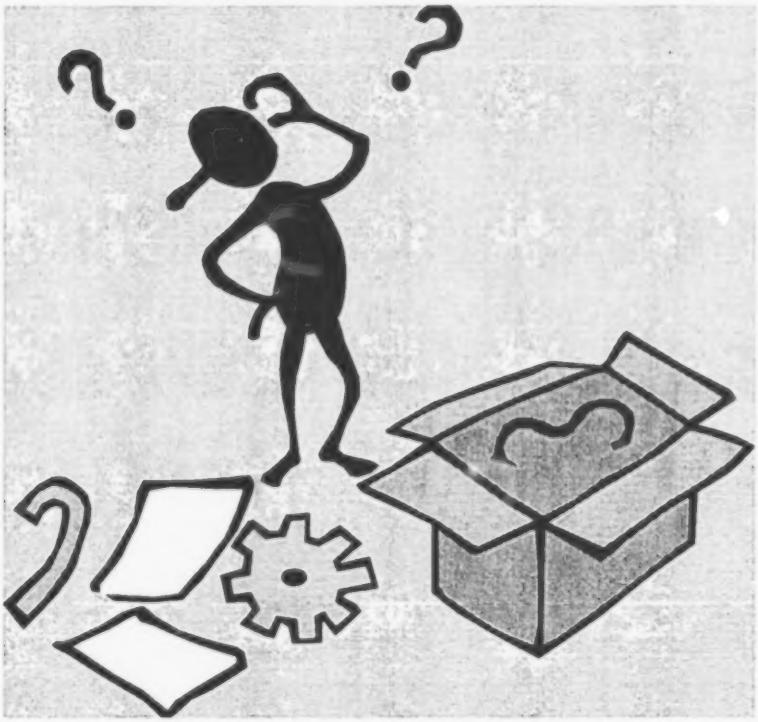
Basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures.

*"In elementary school, in case of fire you have to line up quietly in a single file line from smallest to tallest. What is the logic? Do tall people burn slower?"*

**~ Warren Hutcheson**

# Understands Process and Product or Service

Basic knowledge that every organization produces a product or provides a service that is guided by a process, and one's role and importance in that process.

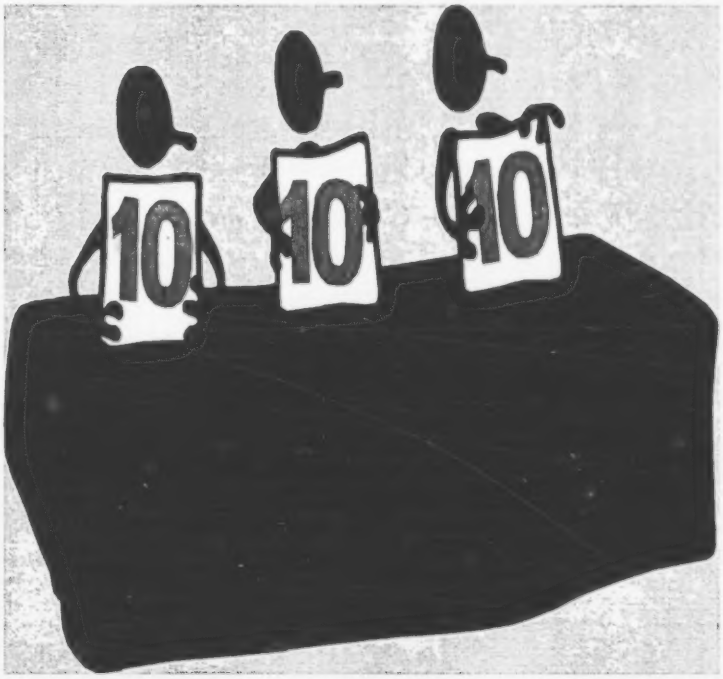


*"We get paid for bringing value to the market place."*

**~ Jim Rohn**

# Demonstrates Quality Consciousness

Basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality.




*"Every job is a self-portrait of the person who did it.*
*Autograph your work with excellence."*

**~ Unknown**

# Understands Finances

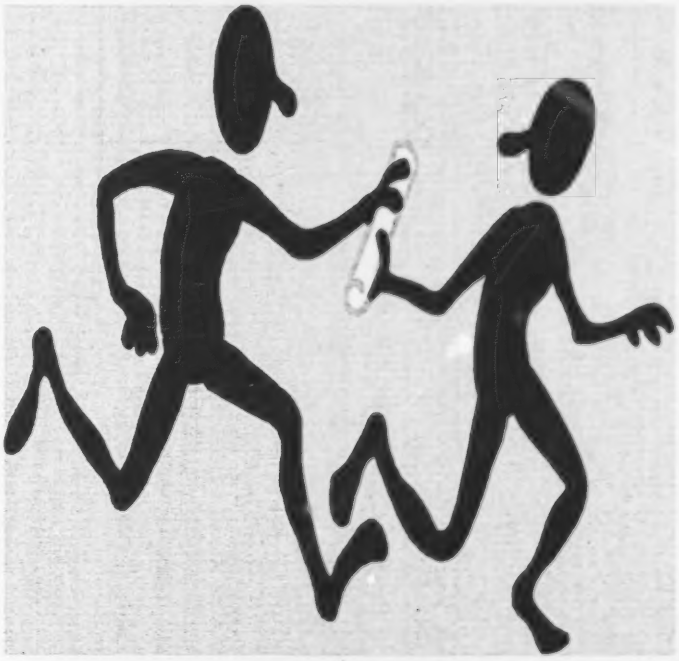
Basic knowledge of budget and payroll and how they are related to one's role within an organization and well-being in life.

*"April is the month when green returns to the lawn, the trees, and the IRS."*

**~ Unknown**

# Works within Organizational Structure and Culture

Basic knowledge of the workplace culture and its communication and power structures, and how to work and interact effectively within the modern workplace.



*"I believe in the dignity of labor, whether with head or hand; that the world owes no man a living but that it owes every man an opportunity to make a living."*

**~ John D. Rockefeller**

# Reads with Understanding

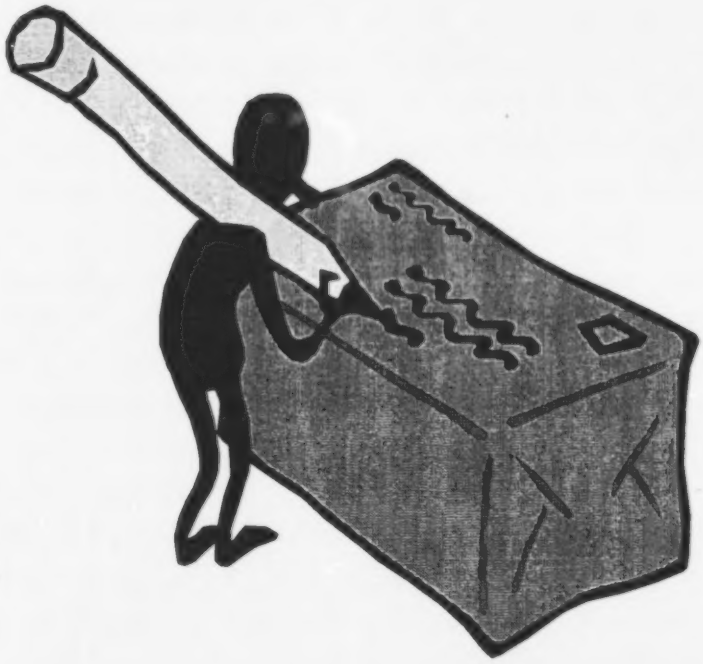
Skills needed to read and understand written work-related information, such as reading for various purposes, to complete a task, locate specific information, or critically analyze information.

*"To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life."*

**~ W. Somerset Maugham**

# Writes Clearly and Concisely

Skills needed to communicate in writing work-related information and ideas for various audiences and purposes, such as to write accurate and complete messages, and complete documents or forms.



*"It is astonishing what power words have over man."*

**~ Napoleon Bonaparte**

# Listens with Understanding

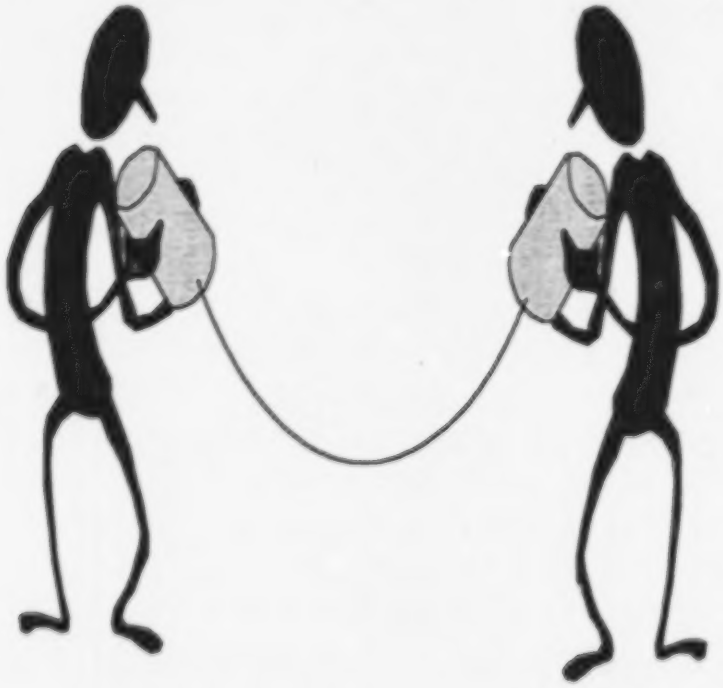
Skills needed to comprehend, analyze, and interpret orally presented communications and directions on both familiar and unfamiliar topics.

*" We are each blessed with two ears and one mouth—a constant reminder that we should listen twice as much as we talk!"*

**~ Unknown**

# Speaks Clearly and Concisely

Skills needed to express ideas and information orally in a clear and understandable manner while sustaining interest and attention.



*"A single conversation across a table with a wise man is worth a month's study of books."*

**~ Chinese Proverb**

# Applies Mathematical Concepts, Operations, and Reasoning

Skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve problems.

*"That which we obtain too easily, we esteem too lightly."*

**~ Thomas Paine**

# Observes Critically

Critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations.

*"As I grow older, I pay less attention to what men say.*
*I just watch what they do."*

**~ Andrew Carnegie**

# Uses Technology

Skills needed to select and effectively use basic workplace technologies to perform work-related tasks.

*"The improvement of understanding is for two ends: first, our own increase of knowledge; second, to enable us to deliver that knowledge to others."*

**~ John Locke**

# Locates and Uses Resources

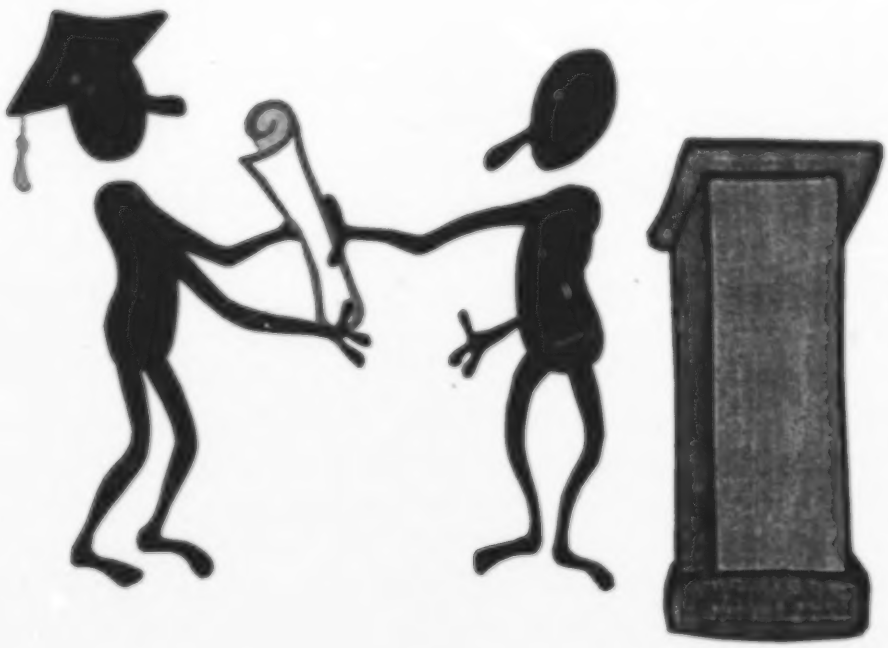
Skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools and materials.

*"If money is your hope for independence you will never have it. The only real security that a man will have in this world is a reserve of knowledge, experience, and ability."*

**~ Henry Ford**

# Lifelong Learning Skills

Core foundation skills that enable one to set and reach realistic learning and employment goals through lifelong learning opportunities; includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace.



*"Things may come to those who wait, but only the things left by those who hustle."*

**– Abraham Lincoln**

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